DOCUMENT RESUME

ED 067 522 AA 001 053

TITLE	Full-Scale Implementation of a Process Evaluation System for Programs of the National Center for the Improvement of Educational Systems. Volume 1: Summary.
INSTITUTION	Resource Management Corp., Bethesda, Md.
SPONS AGENCY	National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
REPORT NO	RMC-R-UR-172
PUB DATE	Nov 72
NOTE	91p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bilingual Education; *Data Analysis; *Data Collection; Early Childhood; *Educational Development; *Evaluation Methods; *Improvement Programs; Leadership; Pupil Personnel Services; Questionnaires; Special Education; Teacher Education; Teacher Educators; Vocational Education

ABSTRACT

The second year of effort in the development of a process evaluation system for the programs of the National Center for the Improvement of Educational Systems (NCIES) is reported. The activity involved the full-scale implementation of the system in 438 projects in 12 NCIES programs. Programs included are: Bilingual Education, Early Childhood, Educational Leadership, Pupil Personnel Services, School Personnel Utilization, Special Education, Teacher Corps, Teacher Development for Desegregating Schools, Training of Teacher Trainers, Urban/Rural School Development, Vocational Education 552, and Vocational Education 553. For the second year, the system was refined and a new questionnaire developed. The main output of this study was six volumes. This volume presents the analysis of the data collected, conclusions, and recommendations for the programs and for the Center as a whole. Also included is an Appendix, containing a description of the methodology used in the project. (Author/CK)

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Report
UR-172

FULL-SCALE IMPLEMENTATION OF A PROCESS EVALUATION SYSTEM FOR PROGRAMS OF THE NATIONAL CENTER FOR THE IMPROVEMENT OF EDUCATIONAL SYSTEMS

Volume 1. Summary

November 1972

Prepared for
National Center for the
Improvement of Educational Systems
and Office of Program Planning
and Evaluation
U.S. Office of Education

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FULL-SCALE IMPLEMENTATION OF A PROCESS EVALUATION SYSTEM FOR PROGRAMS OF THE NATIONAL CENTER FOR THE IMPROVEMENT OF EDUCATIONAL SYSTEMS

Volume 1: Summary

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RMC INCORPORATED

PREFACE

This report documents the second year of effort in the development of a process evaluation system for the programs of the National Center for the Improvement of Educational Systems (NCIES). In the first year, the evaluation system was designed, questionnaires were developed, and computer programs were written. This system was then pilot-tested in 80 projects in eight NCIES programs across the country. This year's effort involved the full-scale implementation of the system in 438 projects in 12 NCIES programs. The programs included in the study are: Bilingual Education, Early Childhood, Educational Leadership, Pupil Personnel Services, School Personnel Utilization, Special Education, Teacher Corps, Teacher Development for Desegregating Schools, Training of Teacher Trainers, Urban/Rural School Development, Vocational Education 552, and Vocational Education 553. (The Career Opportunities Program was excluded from the study because it had developed and implemented its own Management Information and Evaluation System--MIES.) For this year's effort, the system was refined and a new questionnaire developed. The main output of this study was six volumes, consisting of:

Volume 1: Summary
Volume 2: Participant Data (Parts A - M)
Volume 3: Discrepancy Analysis Data (Parts A - L)
Volume 4: Statistical Report--Bureau Summary
Volume 5: Statistical Report--Program Project Summary (Parts A - L)
Volume 6: Computer Software Documentation (Parts 1 and 2)

This volume presents the analysis of the data collected, conclusions, and recommendations for the programs and for the Center as a whole. Also included in this volume is an Appendix, containing a description of the methodology utilized in the project.

In reviewing all data relative to funding, the reader should be aware of the forward funding concept. Under this procedure, funds from FY 1971 are utilized to support projects conducted from July 1, 1971 to June 30, 1972. This factor has been taken into account in all tables included in this report so that the funding shown for a given number of projects or participants are those funds that were actually spent on those projects or participants and not those funds approved during that fiscal year.

An understanding of the concepts of program conditions, goals, and averages is important for a full understanding of the discrepancy analysis data included in this volume. A full explanation of these concepts has been placed in the Appendix.

A Center Summary has also been provided. This section summarizes the conclusions and recommendations drawn across all programs and thus for the Center as a whole. This section will have particular applicability to a review of current programs as well as to the development of guidelines and objectives for the National Center for the Improvement of Educational Systems relative to educational change.

CENTER SUMMARY

INTRODUCTION

Under the Education Professions Development Act (EPDA) of 1967, the National Center for the Improvement of Educational Systems (NCIES) has been able to fund a large number of training programs and projects in an effort to reduce the critical shortages of many types of educational personnel. Between July 1, 1971 and June 30, 1972, NCIES funded 438 projects in 12 programs, training over 44,000 participants. Table 1 indicates the number of both primary participants (the regular group of participants/trainees whose training is the main focus of the project) and secondary participants (another group of trainees whose training is not the main focus of the project and is likely to be of shorter duration or less intensity than that of the primary participants) receiving training during the year. Also found in Table 1 is the level of EPDA funding for each of the 12 programs included in the study. Tables have been included in this Summary from the remainder of this volume as well as from Volume 2, Part M, Participant Survey Summary; and Volume 4, Statistical Report: Bureau Summary.

PARTICIPANT DEMOGRAPHICS

Tables 2 through 6 present a series of demographic data on the primary participants including race and sex, prior education and occupation, area of project training, degrees and certification awarded, and college admission on other than a fully qualified basis.

Key Observations

Occupational Category Prior to Training	The largest percentage of participants (46 percent) were teachers in preschool through grade 12 prior to entering the program. This ranged from 9 percent in Teacher Corps to 69 percent in Teacher Development for Desegregating Schools.
	Only 8 percent of the participants were recruited from outside the field of education.
	Only 1 percent of the participants were veterans prior to entry.
Educational Level Prior to Training	Seventy-five percent of the participants had a college degree prior to entering training.
	Only 11 percent of the participants held a high school degree or less prior to entry, ranging from zero in Vocational Education 552 to 25 percent in Early Childhood Education.
Categories for Which Participants are Being Trained	The majority of the participants are being trained as teachers, ranging from 99 percent in Teacher Corps to 2 percent in Vocational Education 552.
	For those programs included in the survey (COP was excluded), the major producers of teacher aides are the School Personnel Utilization and Early Childhood Education Programs.
Racial/Ethnic Composition	Thirty-seven percent of the participants are members of minority groups, ranging from 86 percent in Bilingual Education to 10 percent in Vocational Education 552.
Distribution of Participants by Sex	Males constitute 40 percent of the participants in NCIES programs.
	The two programs that are most heavily oriented toward production of doctorates (Educational Leadership and Vocational Education 552) have the greatest percentage of male participants.

Results of Project Training	Twenty-four percent of the participants (over 6,600) will receive a degree as a result of project training. Teacher Corps and Vocational Education 552 are most oriented toward this end, with the School Personnel Utilization and the Vocational Education 553 Programs producing the fewest in percentage terms. Ninety-seven percent of the Teacher Corps interns will receive state certification as a result of project training, greatly exceeding the Center average of 29 percent. The School Personnel Utilization and Urban/ Rural School Development Programs, being established for re-training of classroom teachers, have the fewest participants who will receive certification--6 and 10 percent, respectively.
College Admission of Participants	Only 6 percent of the participants were admitted to college training on a provisional basis and only 7 percent had one or more of the entrance requirements waived, indicating that the vast majority of the participants must meet the normal, often rigid, entrance requirements established by the colleges.

PROJECT CHARACTERISTICS

Table 7 presents some descriptive statistics concerning the projects themselves.

Key Observations

Changing State Certification Requirements	Nineteen percent of the projects believe that they have altered the state certification requirements in some way. However, projects often reported that these changes were limited to project participants only, limiting their impact on the field of education as a whole. (See Table 12, Volume 4, for complete details.)

Project Continuation	Only 38 percent of the projects report that they have taken steps to budget for project continuation after the withdrawal of federal funds. The range for this statistic was from zero for the Urban/Rural School Development Program to 69 percent for the Training of Teacher Trainers Program. On the other hand, 78 percent of the projects indicated that steps had been taken to incorporate successful project features into regular programs of the college and/or school district, assuring some continuation of the innovations developed in NCIES projects.
Eligibility of Practicum Schools for Title I ESEA Aid	Only 48 percent of the schools that served as sites for practicum training were eligible for Title I ESEA assistance. There is considerable variation between programs, with a range of 11 percent in Vocational Education 553 to 88 percent in both Educational Leadership and Teacher Corps Programs.

RECOMMENDATIONS

In developing the recommendations for the National Center for the Improvement of Educational Systems, RMC, Inc. has attempted to provide guidance for both the current state of transition of NCIES and for the educational change that is to follow. The recommendations are not only based on the questionnaires that were designed and implemented but also on the knowledge that has accrued during the three years in which RMC has worked with the programs, both through site visits and extensive discussions with program specialists and program and branch chiefs. The recommendations that RMC believes to be appropriate for the Center are:

- Many participants who responded to the participant survey indicated that lack of leadership was a problem. The Center, through its programs, should provide technical assistance to local projects to enable the project director to provide the required leadership.

- While most programs/projects involve the community in project operations, this involvement tends to be at a low level of intensity. Community representatives must be more deeply involved in project planning and operations in order to tailor each project to local needs. This involvement will become even more critical as the Center attempts to become more responsive to locally identified needs.

- Similar to the preceding recommendation, advisory councils should be required for all projects to assist in obtaining local input from various sources. Currently, 20 percent of the projects have no advisory council.

- Project evaluation, when done, is very "soft" in nature, leaning toward observation and away from testing. Projects should be required to document their effectiveness by some objective criteria and to report it in a standardized format.

- Sixty-two percent of the projects have taken no steps to budget for project continuation after the withdrawal of federal funds. Prior to funding, all projects should be required to submit a plan showing a phased increase in local support over time. A review should be conducted annually to ensure that this plan is being met.

- Only 64 percent of the projects indicated that one of the aims of project training was to increase the participants' understanding and capability in working with low-income students. Similarly, 49 percent of the schools used as sites for project practicum were not eligible for Title I ESEA funds. The programs of the Center should have an emphasis on the low-income students.

- Ninety-six percent of those participants whose performance was evaluated and who discussed the results of this evaluation with a trainer found the procedure to be beneficial. It is disappointing, therefore, to see that only 46 percent of the participants stated that they had been evaluated and that only 73 percent of these had been able to discuss the evaluation with a trainer. Participant evaluation must be stressed by all programs, with special emphasis placed on feedback of the results to participants.

- Formal evaluation of the project is typically done by the project director alone. Other groups, such as community personnel, local school district personnel, and project participants, should be involved in formal evaluation activities rather than merely providing informal inputs, such as comments, perceptions, etc.

- The lack of communication between groups within a project was cited by participants as being a major problem. A pre-training human relations seminar for each project could be useful in alleviating this problem.

Table 1

TOTAL NUMBER OF EPDA PARTICIPANTS
FOR EPDA PROJECTS FUNDED WITH FY 1971 FUNDS FOR THE YEAR JULY 1, 1971 TO JUNE 30, 1972

EPDA Legislative Reference	EPDA Primary Participants	EPDA Secondary Participants	Total EPDA Participants	Total EPDA Funds ($1,000)
Part B-1				
Teacher Corps	2,409	1,494	3,903	30,800
Total Part B-1	2,409	1,494	3,903	30,800
Part D				
Bilingual Education	408	85	493	919
Early Childhood Education	3,436	3,253	6,689	5,614
Educational Leadership	339	379	718	3,847
Pupil Personnel Services	665	1,384	2,048	3,937
School Personnel Utilization	2,548	1,116	3,664	2,206
Special Education	3,006	2,009	5,015	6,358
Teacher Dev. for Deseg. Schools	1,548	1,852	3,399	5,470
Training Teacher Trainers	3,035	3,093	6,128	9,815
Urban/Rural School Development	2,057	286	2,343	7,472
Total Part D	17,042	13,457	30,497	45,638
Part F				
Vocational Education Part 552	253	34	286	1,685
Vocational Education Part 553	7,792	1,930	9,722	4,929
Total Part F	8,045	1,964	10,008	6,614
TOTAL EPDA	27,496	16,915	44,408	83,052

Table 2

OCCUPATIONAL CATEGORIES OF PRIMARY PARTICIPANTS PRIOR TO THEIR ENTRY INTO EPDA TRAINING FOR EPDA PROJECTS FUNDED WITH FY 1971 FUNDS FOR YEAR JULY 1, 1971 TO JUNE 30, 1972

EPDA Legislative Reference	Total Participants	Students[1]	Teacher Aide/ Para-professional	Teacher--Preschool Through Grade 3	Teacher--Grades 4 Through 12	Teacher--College Level	Other Teacher[2]	Educational Supervisor	Support Personnel[3]	Other Employed[4]	Veteran	Unemployed	Not Reported
Part B-1													
Teacher Corps	2,409 (100)	1,249 (52)	84 (3)	48 (2)	163 (7)	39 (2)	36 (1)	3 (-)	18 (1)	327 (14)	48 (2)	106 (4)	289 (12)
Total Part B-1	2,409	1,249	84	48	163	39	36	3	18	327	48	106	289
Part D													
Bilingual Education	408 (100)	49 (12)	48 (12)	88 (22)	108 (26)	52 (13)	27 (7)	13 (3)	2 (-)	12 (3)	2 (-)	7 (2)	--
Early Childhood Education	3,436 (100)	96 (3)	675 (20)	1,453 (42)	105 (3)	116 (3)	13 (-)	531 (15)	187 (5)	76 (2)	2 (-)	182 (5)	--
Educational Leadership	339 (100)	9 (3)	1 (-)	20 (6)	59 (17)	1 (-)	23 (7)	168 (50)	14 (4)	43 (13)	--	--	1 (-)
Pupil Personnel Services	665 (100)	110 (17)	30 (5)	75 (11)	160 (24)	52 (8)	10 (20)	57 (9)	108 (16)	23 (3)	2 (-)	32 (5)	6 (1)
School Personnel Utilization	2,548 (100)	317 (12)	231 (9)	303 (12)	1,016 (40)	--	12 (-)	78 (3)	74 (3)	134 (5)	35 (1)	139 (5)	209 (8)
Special Education	3,006 (100)	97 (3)	73 (2)	787 (26)	1,065 (35)	31 (1)	68 (2)	389 (13)	191 (6)	37 (1)	2 (-)	9 (-)	256 (9)
Teacher Dev. for Des. Schools	1,548 (100)	24 (2)	3 (-)	227 (15)	830 (54)	84 (5)	54 (3)	76 (5)	53 (3)	--	--	43 (3)	152 (10)
Training Teacher Trainers	3,035 (100)	746 (25)	98 (3)	271 (9)	590 (19)	598 (20)	169 (6)	401 (13)	47 (2)	76 (3)	--	14 (-)	25 (1)
Urban/Rural School Dev.	2,057 (100)	68 (3)	124 (6)	408 (20)	953 (46)	128 (6)	63 (3)	77 (4)	39 (2)	177 (9)	4 (-)	14 (1)	--
Total Part D	17,042	1,516	1,283	3,632	4,886	1,062	439	1,790	715	578	47	440	649
Part F													
Vocational Education Part 552	253 (100)	8 (3)	--	--	91 (36)	43 (17)	11 (4)	80 (32)	18 (7)	2 (1)	--	--	--
Vocational Education Part 553	7,792 (100)	37 (-)	16 (-)	121 (2)	3,649 (47)	524 (7)	500 (6)	1,366 (18)	993 (13)	421 (5)	71 (1)	87 (1)	8 (-)
Total Part F	8,045	45	16	121	3,740	567	511	1,446	1,011	423	71	87	8
TOTAL EPDA	27,496 (100)	2,810 (10)	1,383 (5)	3,801 (14)	8,789 (32)	1,668 (6)	986 (4)	3,239 (12)	1,744 (6)	1,328 (5)	166 (1)	633 (2)	946 (3)

Note: Numbers in parentheses are percentages. Percentages may not total 100 because of rounding.

(1) Students--Primary participants who were enrolled in a school at any level as a student immediately prior to their entry into the program.

(2) Other Teacher--Primary participants who were considered as teachers who did not fall into one of the other teacher categories (e.g., Special Education teachers, Vocational Education teachers, etc.).

(3) Support Personnel--Professionals other than teachers who provide specialized services in the schools and/or colleges (e.g., guidance counselors, nurses, school psychologists, speech therapists, etc.).

(4) Other Employed--A primary participant who was neither a veteran nor employed in education nor unemployed immediately prior to his entry into the program.

Table 3

DISTRIBUTION OF EPDA-FUNDED PRIMARY PARTICIPANTS BY LEVEL OF HIGHEST EDUCATION ATTAINED PRIOR TO ENTRY INTO THE PROGRAM FOR EPDA PROJECTS FUNDED WITH FY 1971 FUNDS FOR YEAR JULY 1, 1971 TO JUNE 30, 1972

EPDA Legislative Reference	Total Participants	Less Than Four Years High School	High School Graduate	Associate Degree Education Major	Associate Degree Non-Education Major	3 Years or Less College Education Major	3 Years or Less College Non-Ed. Major	BA/BS Degree Education Major	BA/BS Degree Non-Education Major	Graduate Degree Education Major	Graduate Degree Non-Education Major	Not Reported
Part B-1												
Teacher Corps	2,409 (100)	9 (-)	41 (2)	60 (2)	79 (3)	271 (11)	357 (15)	108 (4)	1,387 (58)	1 (-)	12 (1)	83 (3)
Total Part B-1	2,409	9	41	60	79	271	357	108	1,387	1	12	83
Part D												
Bilingual Education	408 (100)	12 (3)	69 (17)	6 (1)	--	16 (4)	19 (5)	160 (39)	35 (9)	39 (10)	52 (13)	--
Early Childhood Education	3,436 (100)	130 (4)	577 (17)	1 (-)	6 (-)	101 (3)	14 (-)	1,433 (42)	93 (3)	527 (15)	22 (1)	532 (15)
Educational Leadership	339 (100)	--	--	--	--	1 (-)	--	67 (20)	27 (8)	170 (50)	17 (5)	58 (17)
Pupil Personnel Services	665 (100)	25 (4)	26 (4)	2 (-)	2 (-)	24 (4)	6 (1)	219 (33)	134 (20)	191 (29)	35 (5)	--
School Personnel Utilization	2,548 (100)	18 (1)	303 (12)	2 (-)	57 (2)	147 (6)	17 (1)	721 (28)	139 (5)	339 (13)	61 (2)	744 (29)
Special Education	3,006 (100)	16 (1)	179 (6)	1 (-)	11 (-)	52 (2)	2 (-)	1,596 (53)	130 (4)	975 (32)	56 (2)	--
Teacher Dev. for Deseg. Schools	1,548 (100)	--	--	--	--	4 (-)	16 (1)	868 (56)	151 (10)	331 (21)	63 (4)	115 (7)
Training Teacher Trainers	3,035 (100)	11 (-)	90 (3)	1 (-)	35 (1)	253 (8)	2 (-)	325 (11)	209 (7)	984 (32)	419 (14)	59 (2)
Urban/Rural School Development	2,057 (100)	89 (4)	293 (14)	--	106 (5)	196 (10)	42 (2)	766 (37)	104 (5)	184 (9)	6 (-)	289 (14)
Total Part D	17,042	301	1,537	13	217	794	118	6,155	1,022	3,740	731	1,797
Part F												
Vocational Education Part 552	253 (100)	--	--	--	--	--	--	11 (4)	3 (1)	209 (83)	11 (4)	18 (7)
Vocational Education Part 553	7,792 (100)	--	479 (6)	43 (1)	40 (1)	463 (6)	51 (1)	1,446 (19)	121 (2)	1,216 (16)	56 (1)	3,847 (49)
Total Part F	8,045		479	43	40	463	51	1,457	124	1,425	67	3,865
TOTAL EPDA	27,496 (100)	310 (1)	2,057 (8)	116 (-)	336 (1)	1,528 (6)	526 (2)	7,720 (28)	2,533 (9)	5,166 (19)	810 (3)	5,745 (22)

Note: Numbers in parentheses are percentages. Percentages may not total 100 because of rounding.

Table 4

NUMBER OF PRIMARY PARTICIPANTS BY OCCUPATIONAL CATEGORY FOR WHICH THEY ARE BEING TRAINED FOR EPDA PROJECTS FUNDED WITH FY 1971 FUNDS FOR YEAR JULY 1, 1971 TO JUNE 30, 1972

EPDA Legislative Reference	Total Participants	Teacher Aides/ Paraprofessionals	Teachers	Teacher of Teachers (College (Instructor)	Educational Administrator	Educational Support Personnel[1]	Other[2]
Part B-1							
Teacher Corps	2,409 (100)	11 (-)	2,386 (99)	6 (-)		6 (-)	
Total Part B-1	2,409	11	2,386	6		6	
Part D							
Bilingual Education	408 (100)	54 (13)	296 (73)	36 (9)	11 (3)	1 (-)	9 (2)
Early Childhood Education	3,436 (100)	799 (23)	1,607 (47)	233 (7)	421 (12)	182 (5)	193 (6)
Educational Leadership	339 (100)	--	44 (13)	--	287 (85)	4 (1)	3 (1)
Pupil Personnel Services	665 (100)	50 (8)	195 (29)	41 (6)	52 (8)	270 (41)	56 (8)
School Personnel Utilization	2,548 (100)	610 (24)	1,470 (58)	14 (1)	102 (4)	106 (4)	246 (10)
Special Education	3,006 (100)	87 (3)	1,946 (65)	106 (4)	408 (14)	248 (8)	211 (7)
Teacher Dev. for Deseg. Schools	1,548 (100)	1 (-)	982 (63)	97 (6)	94 (6)	201 (13)	173 (11)
Training Teacher Trainers	3,035 (100)	182 (6)	1,027 (34)	915 (30)	401 (13)	61 (2)	449 (15)
Urban/Rural School Development	2,057 (100)	161 (8)	1,363 (66)	30 (1)	76 (4)	152 (7)	276 (13)
Total Part D	17,042	1,944	8,930	1,472	1,852	1,225	1,616
Part F							
Vocational Education Part 552	253 (100)	--	4 (2)	63 (25)	144 (57)	18 (7)	24 (9)
Vocational Education Part 553	7,792 (100)	56 (1)	4,747 (61)	292 (4)	1,452 (19)	990 (13)	256 (3)
Total Part F	8,045	56	4,751	355	1,596	1,008	280
TOTAL EPDA	27,496 (100)	2,011 (7)	16,067 (58)	1,833 (7)	3,448 (13)	2,239 (8)	1,896 (7)

Note: Numbers in parentheses are percentages. Percentages may not total 100 because of rounding.

(1) Educational Support Personnel--Professionals other than teachers who provide specialized services in the schools and/or colleges (e.g., guidance counselors, nurses, school psychologists, speech therapists, etc.).

(2) Other--Personnel who are being trained for a position in education other than those previously listed.

Table 5

RACIAL/ETHNIC COMPOSITION OF EPDA-FUNDED PRIMARY PARTICIPANTS FOR EPDA PROJECTS FUNDED WITH FY 1971 FUNDS FOR YEAR JULY 1, 1971 TO JUNE 30, 1972

EPDA Legislative Reference	Total		American Indian		Asian		Black		Mexican American		Other Spanish Descent		White		Not Reported	
Part B-1																
Teacher Corps	2,409	(100)	134	(6)	58	(2)	765	(32)	200	(8)	74	(3)	1,100	(46)	43	(2)
Total Part B-1	2,409		134		58		765		200		74		1,100		43	
Part D																
Bilingual Education	408	(100)	27	(7)	--	--	15	(4)	165	(40)	143	(35)	58	(14)	--	--
Early Childhood Education	3,436	(100)	95	(3)	14	(1)	864	(25)	214	(6)	19	(1)	1,467	(43)	761	(22)
Educational Leadership	339	(100)	--	--	2	(1)	33	(10)	39	(12)	2	(1)	61	(18)	201	(59)
Pupil Personnel Services	665	(100)	67	(10)	15	(2)	141	(21)	161	(24)	3	--	180	(27)	97	(15)
School Personnel Utilization	2,548	(100)	2	--	30	(1)	509	(20)	27	(1)	9	--	1,875	(74)	97	(4)
Special Education	3,006	(100)	27	--	2	--	426	(14)	76	(3)	3	--	2,256	(75)	214	(7)
Teacher Dev. for Deseg. Schools	1,548	(100)	6	--	3	--	1,068	(69)	45	(3)	3	--	338	(22)	84	(5)
Training Teacher Trainers	3,035	(100)	16	(1)	15	--	793	(26)	47	(2)	163	(5)	1,900	(63)	101	(3)
Urban/Rural School Development	2,057	(100)	30	(1)	--	--	214	(10)	104	(5)	703	(34)	887	(43)	120	(6)
Total Part D	17,042		270		81		4,063		878		1,048		9,022		1,678	
Part F																
Vocational Education Part 552	253	(100)	--	--	3	(1)	19	(8)	--	--	2	(1)	228	(90)	--	--
Vocational Education Part 553	7,792	(100)	40	(1)	8	--	684	(9)	6		17	--	3,622	(46)	3,423	(44)
Total Part F	8,045		40		11		703		6		19		3,850		3,423	
TOTAL EPDA	27,496	(100)	444	(2)	150	--	5,531	(20)	1,084	(4)	1,141	(4)	13,972	(51)	5,141	(19)

Note: Numbers in parentheses are percentages. Percentages may not total 100 because of rounding.

Table 6

PARTICIPANT CHARACTERISTICS

PROGRAM MEASURE	Total	PROGRAM											
		Bilingual Education	Early Childhood Education	Educational Leadership	Pupil Personnel Service	School Personnel Utilization	Special Education	Teacher Corps	Teacher Dev. for Deseg. Schools	Training of Teacher Trainers	Urban/Rural School Development	Vocational Education 552	Vocational Education 553
Participants by Sex: Male	9,338 (34)	140 (34)	361 (11)	253 (75)	295 (44)	902 (35)	1,021 (34)	1,090 (45)	399 (26)	1,165 (38)	490 (24)	218 (86)	3,004 (39)
Female	13,997 (51)	268 (66)	2,593 (75)	86 (25)	333 (50)	1,646 (65)	1,985 (66)	1,223 (51)	958 (62)	1,845 (61)	1,314 (64)	34 (13)	1,712 (21)
Not Reported	4,160 (15)	-	482 (14)	-	36 (6)	-	-	96 (4)	191 (12)	25 (1)	253 (12)	1 (-)	3,076 (40)
Participants Expecting Degree As Result of Project Training	6,662 (24)	113 (28)	566 (16)	144 (42)	250 (38)	154 (6)	552 (18)	2,356 (98)	479 (31)	1,233 (41)	215 (10)	253 (100)	347 (4)
Number of Participants Receiving New or Added State Certification	7,961 (29)	68 (17)	1,261 (37)	130 (38)	256 (39)	149 (6)	328 (11)	2,348 (97)	403 (26)	651 (21)	206 (10)	199 (79)	1,962 (25)
Number of Participants Admitted to College on Provisional Basis	1,741 (6)	31 (7)	361 (11)	6 (2)	19 (3)	1 (-)	218 (7)	604 (25)	167 (11)	41 (1)	-	45 (18)	248 (3)
Number of Participants for Whom College Entrance Requirements Were Waived	2,041 (7)	31 (7)	492 (14)	81 (24)	73 (11)	26 (1)	53 (2)	570 (24)	54 (4)	201 (7)	-	63 (25)	397 (5)

Note: Numbers in parentheses are percentages. Percentages may not total 100 because of rounding.

Table 7

PROJECT CHARACTERISTICS

PROGRAM MEASURE	Total	PROGRAM: Bilingual Education	Early Childhood Education	Educational Leadership	Pupil Personnel Service	School Personnel Utilization	Special Education	Teacher Corps	Teacher Dev. for Deseg. Schools	Training of Teacher Trainers	Urban/Rural School Development	Vocational Education 552	Vocational Education 553
Number of Projects That Have Changed State Certification Requirements	82 (19)	4 (27)	10 (21)	5 (36)	6 (14)	4 (24)	5 (14)	31 (44)	4 (10)	3 (10)	1 (6)	1 (6)	8 (10)
Number and Percent of EPDA Projects That Have Taken Steps to Budget for Project Continuation After Withdrawal of Federal Funds	167 (38)	2 (18)	29 (62)	4 (29)	8 (19)	10 (53)	17 (44)	29 (41)	10 (23)	22 (69)	-	9 (50)	27 (35)
Number and Percent of EPDA Projects That Have Taken Other Steps to Incorporate Successful Project Features Into Regular Programs of the College and/or School District	343 (78)	12 (91)	43 (92)	8 (50)	31 (73)	14 (76)	30 (78)	63 (90)	31 (73)	31 (97)	6 (24)	18 (100)	56 (71)
Practicum Schools:													
Total	2,768	22	553	34	176	47	281	363	258	393	23	31	587
Number Eligible for Title I ESEA Aid	1,339 (48)	19 (86)	272 (49)	30 (88)	143 (81)	22 (47)	176 (63)	321 (88)	105 (41)	171 (44)	8 (35)	7 (22)	65 (11)

Note: Numbers in parentheses are percentages. Percentages may not total 100 because of rounding.

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1

INTRODUCTION

This volume is designed to analyze the data collected by the process evaluation system implemented in 438 projects--all projects in 12 programs of the National Center for the Improvement of Educational Systems. In addition, conclusions will be drawn and recommendations made for both the programs and the Center. The process evaluation system was designed to collect descriptive data and discrepancy analysis data, with the emphasis on the latter. Discrepancy analysis, as utilized in this study, is a method by which the program specialist can determine the extent to which projects in the field are operationally consistent with the program objectives and guidelines under which they were funded. The project director's response to a mailout questionnaire was used as the data base in developing the conclusions and recommendations. All data, results, and conclusions in this report relate to projects operating during the period July 1, 1971 to June 30, 1972.

A program-by-program analysis of the data collected is provided, which summarizes the descriptive, discrepancy analysis, and participant data. In addition, the performance of the projects in each program is reviewed, including a critique of past achievements and suggestions for future directions.

In considering the data reported for programs and projects, it should be noted that some projects have been established in order to address a specific need, and as a result may not meet all program goals. However, they may still be considered successful projects. Additionally, local conditions may prevent the attainment of one or more of the goals by the project regardless of the effort put forth.

The volume concludes with an Appendix, which reviews the methodology employed by RMC in performing this evaluation.

2

BILINGUAL EDUCATION PROGRAM

INTRODUCTION

When children whose native language is not English are thrust into a traditional classroom setting where English is the only language used, academic difficulties and feelings of inadequacy are often the result. Thus, the Bilingual Education Program was established to assist in the training of teachers and other personnel who are native speakers of a non-English language. All instruction is to be given in the non-English language in an effort to increase the ability of the participants to work professionally in the language.

The basic objectives of the Bilingual Education Program are:

- to use the non-English language in schools to prevent retardation of the child's scholastic abilities;
- to develop the student's ability in his mother tongue to enhance his career potential;
- to teach the students English as a second language;
- to develop strong relationships between schools, parents, and communities; and
- to enhance the child's self-concept.

With a funding level of approximately $1,295,000, the Bilingual Education Program was able to fund 13 projects, with a total of 408 participants.

PROJECT CHARACTERISTICS

Recruitment

- Eight of the 11 projects used a panel of individuals representing four or more groups for the selection of participants. The most frequent representatives on the selection panel for the projects were the project director, a school district representative, a college representative, and community representatives.
- Seven of the 11 projects stated that racial/ethnic background was very important in their selection criteria for participants.

Objectives

- Nine of the 11 projects reported project objectives relating to the specific skills of participants. Their key strategies to accomplish these objectives were the conduct of internships, practicum, or inservice training, such as workshops and seminars.

Advisory Council

- Only 6 of the 11 projects had advisory councils; however, when an advisory council existed, it was mainly involved in policy-making, planning, selecting and recruiting participants, and community involvement. An additional three projects had other mechanisms to advise the project. The membership of these advisory councils was generally appointed and not elected; however, for the most part, more than four different groups were represented on the council of each project.

Evaluation

- All of the 11 projects had begun some form of evaluation activity in the project and had set measurable objectives for assessing the progress of the project. All of the projects used evaluation meetings, observations, or interviews with participants as their primary source of evaluation information. In only two projects were pre- and post-testing of participants, with achievement or attitude tests, used.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Forty percent of the participants indicated that their project was trying to improve teaching techniques, 31 percent felt that the project was trying to promote bicultural education, and 32 percent indicated that the project was trying to promote bilingual education.

- Forty-four percent of the participants expected to gain a broader perspective of bilingual education from the project, 25 percent indicated that they would obtain increased experience, and 20 percent stated that they hoped to become teachers as a result of the project.
- Ninety-four percent of the participants felt that the program was meeting their expectations so far.
- Seventy-three percent of the participants felt that the project had caused them to do things differently, especially by using new teaching techniques and methods and by increasing their understanding of other cultures and races.
- Twenty-three percent of the participants felt that individualized instruction was one of the best features of their projects. There were no other significant opinions.
- Generally, participants did not indicate any clear trend in terms of their feelings about the weakest or poorest features of their project. The only discernible trend was that 13 percent of the participants felt that poor coordination or administration was the weakest feature of the project.
- Fifty-eight percent of the participants indicated that they expected to be teaching in preschool through grade 12 after completing their training. An additional 10 percent indicated that they would go into educational supervision or administration.

DISCREPANCY ANALYSIS

[illegible] program conditions have been placed on Bilingual Education projects by the program and those that have been [illegible] straightforward. The goals established for these conditions appear to be reasonable expectations of project performance. Thus, in the table below, those projects that fell at the upper end of the distribution are meeting the few program objectives that have been established. Special attention should be paid to those projects receiving a rating of 65 percent or less to be certain that their performance in other areas offsets the fact that they are not meeting many of the program conditions.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS					
95-91%	90-86%	85-81%	80-65%	65-60%	≤60%
Tucson, Az. Santa Barbara, Ca. Redlands, Ca.	Chicago, Ill.	Los Angeles, Ca. Albuquerque, N.M. Albany, N.Y.		Miami, Fla. Santa Fe, N.M. Vermillion, S.D.	Washington, D.C.

An analysis of program conditions across all projects indicates that:

- Eighty-two percent of the participants had some formal assurance of a position directly concerned with bilingual education.
- Only 18 percent of the projects required that each college teacher participant give a course exclusively using a non-English language at his home institution.
- All projects emphasized a knowledge of the history and culture of the target children's ethnic background in addition to improving the proficiency of participants in their own language.
- Fourteen percent of the participants had no prior speaking, writing, or reading ability of a non-English language.

KEY OBSERVATIONS

The Bilingual Education Program places few outside constraints on the operation of projects in the field. Thus, the conclusions that can be drawn and the recommendations that can be made are necessarily few. The program does appear to be reaching those who are (or will be on conclusion of the project) employed in a bilingual teaching situation. Projects do not, however, require that the newly developed skills be utilized, since only 18 percent require that each participant who is a college teacher give a course exclusively in the non-English language at his home institution.

The recommendations for the Bilingual Education Program are:

- Develop a strong set of program conditions in order to guide projects toward program and Center objectives.
- Carefully review the four projects that met 65 percent or less of the program goals.
- Enforce the requirement that all participants have a speaking, reading, and writing knowledge of the second language prior to entry into the project.

3

EARLY CHILDHOOD PROGRAM

INTRODUCTION

The Early Childhood Program of the National Center for the Improvement of Educational Systems is primarily designed to contribute to the reduction of critical shortages of personnel in the early childhood field, which encompasses programs directed toward children from ages 3 to 9. This program stems from Parts C and D of the EPDA of 1967.

Critical shortages at all levels of personnel are derived from at least three sources: rapid expansion of preschool programs, a widening gap between the state of knowledge in early childhood and the preservice and inservice preparation of teachers for primary grades, and the shortage of personnel in primary education.

Early education, particularly for children of socio-economically disadvantaged parents, offers one opportunity for preventing the intellectual, emotional, and social problems that tend to be attributed, at least in part, to an impoverished environment. To this end, the NCIES Early Childhood Program cooperates directly with Follow Through and the Federal Panel 4-C Program, supports training projects for personnel preparing to work with disadvantaged youth, and encourages project directors to select as participants personnel who represent segments of the disadvantaged population.

The following are the key objectives of the Early Childhood Program as contained in the program information guidelines for early childhood projects:

- to increase the supply of qualified teacher trainers, supervisors, and curriculum and evaluation specialists;
- to improve the quality of training programs offered by colleges and other agencies for classroom personnel; and
- to train staff for approved and selected Follow Through programs and for day care centers in Pilot 4-C communities identified by the Federal Panel on Early Childhood.

The size of the Early Childhood Program in recent years is shown in the following table:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)(1)
1970	52	4,556	$4.9
1971	40	NA	$5.9
1972	47	3,436	$5.6

(1) See Preface for a discussion of the forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- The project director, project staff, advisory committees, college representatives, and school district representatives were the individuals involved in the screening and selection of participants.
- The needs and goals of participants, previous experience, and the racial/ethnic background of participants tended to be relatively important factors in the selection of participants.

Objectives

- Development of specific skills in the participants was a frequently reported objective of each project.

Advisory Councils

- Thirty-six of the 39 projects indicated that an advisory council existed in the project. The advisory council tended to be used for planning, selecting and recruiting participants, evaluation, and community involvement.
- Thirteen of the 36 projects with advisory councils have meetings monthly or more frequently. The remaining projects held meetings quarterly or less frequently.
- Advisory councils were made up of project staff, participants, LEA administrators, college staff, and parents.

Evaluation

- Thirty-four of the 39 projects indicated that an evaluation had begun at the time of the survey.
- Thirty of the projects indicated that measurable objectives had been set for the evaluation. For the most part, evaluation was to be internally managed, with some assistance from college personnel and individual consultants.
- Participants, project directors, and college staff tended to be involved directly in project evaluation.
- Evaluation meetings, observations, and interviews with participants were the primary methods of obtaining evaluation information.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Thirty-two percent of the participants indicated that the project was trying to teach new techniques and procedures, 27 percent of the participants felt that the project was trying to increase the competence of the participants as teachers, and 27 percent of the participants felt that the project was trying to increase the participants' understanding of children.
- Ninety-three percent of the participants indicated that the program was meeting their expectations.
- Eight-three percent of the participants indicated that the project had caused them to do things differently, which resulted in learning new teaching techniques, increased awareness of the need for early childhood education, and insight into children's behavior.
- Twenty percent of the participants indicated that the use of expert consultants was a strong feature in the project. Twenty percent of the participants indicated that practicum experience in early childhood was also a strong point in the project.

- Twenty-seven percent of the participants indicated that inadequate curriculum or classwork was a weak feature in the project. Sixteen percent of the participants indicated a lack of organization or coordination in the project.
- Twenty-one percent of the participants suggested that the project would be improved in the future if the curriculum or academic requirements were revised.
- Nearly 50 percent of the participants expected to teach at a grade level between preschool and grade 12 after completion of the project, an additional 16 percent expected to go into educational supervision and administration, and the remaining participants were spread across other occupational categories such as teaching at a college level, educational support personnel, etc.

DISCREPANCY ANALYSIS

A fairly extensive set of program conditions have been imposed on the projects by the Early Childhood Program. This, coupled with high standards for performance in terms of goals, has led to the relatively poor appearance of the Early Childhood projects. The goals in this case were fairly high standards against which most projects fail. The three highest projects, therefore, may be considered exemplary in terms of meeting program conditions.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS							
85-81%	80-76%	75-71%	70-66%	65-61%	60-56%	55-51%	≤50%
Sacramento, Ca.	Salem, Mass.	Cortland, N.Y.	Rochester, N.Y. Albuquerque, N.M. Tulsa, Ok. Chester, Va.	Conway, Ark. Los Angeles, Ca. Denver-UOC-Co. Tampa, Fla. Urbana, Ill. Kansas City, Mo. Lincoln, Neb. Harrisburg, Pa. Pittsburgh, Pa. Salt Lake City, Utah Bellingham, Wash.	Tucson, Az. Pasadena, Ca. Aspen, Co. Gainesville, Fla. Durham, N.H. Syracuse, N.Y. Raleigh, N.C. Richardson, Tex. San Antonio-E-Tex.	Tallahassee, Fla. Flint, Mich. San Antonio-C-Tex. Petersburg, Va.	Tuskegee, Ala. Atlanta, Ga. Des Moines, Iowa Lawrence-Gre-Kans. Wichita, Kans. Louisville, Ky. Pikeville, Ky. Madison, Wis.

A review of program conditions for all projects had indicated that:

- While the community tended to be involved in all projects, it was at a fairly low level, with only 33 and 25 percent of the projects involving community representatives in the assessment and training of participants, respectively. Only 20 percent utilized community representatives for project evaluation.
- Ninety-two percent of the projects had taken specific steps to permanently incorporate successful project features into regular programs of the college and/or school district.

- Evaluation plans have been implemented by 87 percent of the projects.
- Seventy-six percent of the projects have established measurable objectives to be used in project assessment.
- Ninety-two percent of the projects have an advisory council.
- A practicum experience is included in participant training by 74 percent of the projects.

KEY OBSERVATIONS

The Early Childhood Program has an extensive, well-developed set of program conditions to guide projects in the field. Project performance is good, in general, although it appears low in many cases because of the high goals set. Project self-evaluation is strong and most projects have begun to incorporate successful project features into regular programs of colleges and/or school districts. Overall areas of weakness may be found in community involvement and in the post-training plans of participants. While community representatives are involved in most projects, the involvement is at a fairly low level, with few projects utilizing their input for the training or assessment of participants or in formal project evaluation activities. While 23 percent of the participants expect to become teacher aides, with the training program designed to train teachers to fill the critical shortages in the early childhood education field, it is disappointing to find that only 43.9 percent of the participants expect to be employed as teachers in preschool through grade 3 on completion of project training.

The recommendations for the Early Childhood Program are:

- Require projects to screen applicants more carefully to assure that the program objective of producing qualified early childhood specialists is met.
- The involvement of community representatives should be deepened in an attempt to make projects more responsive to public needs.
- Formal academic requirements placed on participants should be loosened. A greater percentage of academic credit is required of project participants than is the case in the traditional early childhood degree programs.

4

EDUCATIONAL LEADERSHIP PROGRAM

INTRODUCTION

The basic goal of the Educational Leadership Program (ELP) is to increase the competence of persons who are now administrators in the elementary or secondary schools as well as to encourage development of new training approaches, new techniques in school administration, and especially to seek new sources of administrative personnel.

Special emphasis is placed on finding potential administrators among persons who did not originally intend to make education their life work. The ELP also gives priority to seeking administrators from underrepresented minority groups. One important aspect of the overall program is to help prepare administrators for inner-city schools.

Program guidelines stress the necessity for the development of projects that bring together the resources of local school systems, community agencies, governmental agencies, and all of the faculty resources at a given institution in order to develop a training program that is oriented around the new demands being made on administrators by contemporary society.

The recent history of the ELP under the Education Professions Development Act (EPDA) may be seen in the following table:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)(1)
1970	23	NA	$2.8
1971	18	922	$2.4
1972	15	339	$3.8

(1) See Preface for a discussion of the forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- In at least 9 projects out of the 13, the project director, project staff, participants, and school district representatives participated in the screening and selection of participants.
- The three most important factors used in the selection of the participants were: (1) previous experience, (2) the needs and goals of the participants, and (3) the racial/ethnic background of the participants.

Objectives

- Eight of the 13 projects reported that one of their objectives was to develop specific skills of the participants, and six of the projects reported that one of their objectives was increasing the supply of educational personnel for urban low-income areas. These two objectives were the most frequently reported for the projects responding to the survey.

Advisory Council

- Twelve of the 13 projects stated that an advisory council existed for the project and, for the most part, the advisory council was involved in policy-making, planning, and selection and recruitment of participants.
- Members of the advisory council were appointed and were representative of the project staff, participants, LEA administration, college, and parents.

Evaluation

- Eleven of the 13 projects had begun an evaluation at the time of the survey.
- Nine of the projects stated that measurable objectives had been set for the evaluation and that staff members had received training in evaluation.
- The evaluation was internally managed in 10 of the projects and involved project people along with college personnel.
- Evaluation meetings, observations, and questioning of the participants were the primary methods of obtaining evaluation information in the projects.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Forty-three percent of the participants indicated that their project was trying to prepare administrators for work in large urban or inner-city school districts. An additional 22 percent indicated that the project was preparing administrators for public schools in general.
- Thirty-seven percent of the participants indicated that they expected to obtain academic credentials from the project. Twenty-six percent of the participants specifically indicated that they wanted to gain knowledge in administration.
- Ninety-three percent of the participants stated that the program was meeting their expectations.
- Eighty percent of the participants felt that the project had caused them to do something differently, such as increasing their ability to evaluate educational organizations and having a broader outlook on administration.
- Seventeen percent of the participants indicated that excessive flexibility and the resultant lack of structure were among the weakest or poorest features of the project. However, 12 percent of the participants indicated that the weakest feature of the project was the lack of flexibility.
- Twenty percent of the participants indicated that an orientation for new participants would improve the project in the future.
- Ninety-two percent of the participants expected to enter educational supervision in the area of administration after completing the project.

DISCREPANCY ANALYSIS

The conditions (or requirements) placed on projects stress interagency cooperation, development of an understanding of the new roles and functions for administrators, organizational and institutional improvements, and recruitment and placement of administrators--all of which are a direct outgrowth of the philosophy that underlies the program itself. While adhering to overall program objectives, the conditions established are fairly broad and permit the project to exercise much leeway in developing approaches to their particular problems. The performance goals for these program conditions are similarly flexible and provide a basis for minimum acceptable performance rather than a high standard toward which to strive. With this combination of general conditions and low goals, one would expect to find the projects clustered near the upper end of the chart below rather than distributed evenly as they are. A review of those projects at the lower end of the distribution appears to be indicated in an effort to redirect these projects toward overall program objectives.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS						
90-86%	85-81%	80-76%	75-71%	70-66%	65-61%	≤60%
Philadelphia, Pa.	El Paso, Tex.	Los Angeles, Ca. Gainesville, Fla.	Cambridge, Mass. Claremont, Ca.	Detroit, Mich. Raleigh, N. C. Columbus-C-Ohio	Evanston, Ill.	Chicago, Ill. New York, N. Y. Austin, Tex.

A review of the program conditions for all projects indicates that:

- The majority of the participants (87 percent) were already employed in the field of education prior to their entry into the project.
- Sixty-eight percent of the projects did not involve other community programs (e.g., city planning, health, welfare, etc.) in any way in training, advisory council, or observation/evaluation.
- Only 30 percent of the projects have taken steps to budget for project continuation after withdrawal of federal funds.

- Projects give the greatest amount of emphasis to organization, management, and planning and the least emphasis to pupil personnel services and media and instructional technology.
- Thirty-one percent of the projects have no staff person responsible for assisting participants in obtaining a position in educational administration on completion of the project training.

KEY OBSERVATIONS

The major goal of the Educational Leadership Program is to recruit potential administrators from new and varied manpower sources and to place them in positions of responsibility in inner-city schools. In both of these aspects, the projects are not meeting program goals. While 60 percent of the participants are members of minority groups, only 12 percent have been recruited from occupational groups outside the field of education. It was also determined that 31 percent of the projects have no staff member responsible for assisting participants in job placement. These negative factors are, in part, offset by the projects' achievements in other areas, but the lack of performance in these two areas is critical.

The recommendations for the Educational Leadership Program are:

- Strengthen the recruiting effort to assure the training of persons whose previous experience has been outside the field of education.
- Direct all projects to assign one staff member with the responsibility for job placement assistance for participants.
- Require that a specific plan for the involvement of other community programs such as housing, welfare, and recreation be developed by each project to provide a practicum experience or general guidance for project participants.
- Since 70 percent of the projects have taken no steps to budget for project continuation after withdrawal of federal funds, require each project to develop and implement a plan for a phased increase in local support.

5

PUPIL PERSONNEL SERVICES PROGRAM

INTRODUCTION

The underlying objective of the Pupil Personnel Services (PPS) Program is to help improve the quality of education for low-income, low-achieving students and contribute to reforming training institutions at all levels. The preparation and training of teachers who in turn teach others in the inter-professional model is the major means by which this is done.

The specific objectives are:

- To improve qualifications of trainers and supervisiors of pupil personnel specialists.
- To develop model preparation programs that will:
  - reflect cooperation between LEA, university, and community for the planning, implementation, and evaluation of the program;
  - train other members of school staff and pupil personnel specialists to function as a team; and
  - develop, implement, and evaluate alternative strategies to be employed by pupil personnel specialists in low-income schools.
- To recruit and train minority group members as pupil personnel specialists.
- To bring about organizational change in both the training institutions and in schools where pupil personnel specialists function.

With $3.9 million in funds, the PPS Program was able to fund 41 projects (compared with 27 in the prior year), training 665 participants.

PROJECT CHARACTERISTICS

Recruitment

- Project directors, school district representatives, and community representatives were the individuals most frequently involved in the screening and selection of participants.
- Racial/ethnic background, needs and goals of participants, and previous experience were relatively important factors used in the selection of participants.

Assessment of Participants

- Project directors, other project staff members, participants, and school district personnel were involved in the assessment of participants. In 18 of the 36 projects, video-tape equipment was used in the assessment.

Objectives

- Improvement or change in the school system was a frequently stated objective of the projects, with 26 of the 36 projects indicating this objective.

Advisory Councils

- Thirty-four of the 36 projects indicated that an advisory council existed for the project. Advisory council activities included policy-making, planning, recruitment and selection of participants, evaluation, and community involvement.
- Advisory councils in most projects were made up of project staff, participants, LEA administrators, college instructors, and parents.

Evaluation

- Twenty-six of the 36 projects indicated that an evaluation had begun at the time of the survey. An additional 7 projects indicated that one was planned. Typically, the evaluation was internally managed with some assistance from college personnel.
- Participants, project directors, community representatives, college staff, and school district staff were frequently involved in informal evaluation activities, whereas the project director was often the only one involved in formal evaluation activities, such as design, data collection, and analysis. Evaluation meetings, observations, and interviews of participants, community representatives, and school district staff were the primary methods of obtaining evaluation information.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Fifty percent of the participants indicated that their project was trying to train counselors, coordinators, or consultants. Twenty-one percent of the participants indicated that the project was trying to involve the community with the school system.
- Thirty-seven percent of the participants indicated that they expected to become better able to understand and help children. Thirty-two percent of the participants indicated that they expected to obtain background in guidance and counseling from the project.
- Eighty-eight percent of the participants felt that the program was meeting their expectations.
- Eighty-two percent of the participants stated that the project had caused them to do things differently, especially toward new outlooks on counseling functions and needs.
- Twenty-nine percent of the participants indicated that interaction with other participants was the strongest or best feature of the project. Nineteen percent of the participants indicated that practical experience was the best feature.
- Thirty percent of the participants indicated that the lack of a developed program and the lack of structure were the weakest or poorest features in their project.
- Fifteen percent of the participants indicated that they would suggest greater planning and coordination for the project. Eleven percent of the participants indicated that greater participant involvement in recruitment and selection and in project operations would improve the project.

DISCREPANCY ANALYSIS

The program conditions set for projects by the Pupil Personnel Services Program are quite comprehensive in nature, establishing a common framework for all projects. The goals have been set at a moderately high level, measuring projects against a high standard rather than against one that might be more easily achieved. Thus, the relatively high distribution of projects as shown in the chart below is a favorable sign for the program as a whole.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS					
95-91%	90-86%	85-81%	80-76%	75-71%	≤70%
Columbus-S-Ohio Nashville-C-Tenn. Albuquerque-C-N. M. Vermillion-SEC-S. D. Vermillion-SSS-S. D. Cherney-S-Wash.	Berkeley-Was-Ca. Berkeley-LiS-Ca. Urbana-S-Ill. Tallahassee-As-Fla. University-S-Miss. Albuquerque-S-N. M. Tempe-S-Az. Fresno-S-Ca. Denver-S-Co. Washington-S-D. C. Pittsburgh-PC-Pa.	Hayward-C-Ca. Fremont-S-Ca. Gary-S-Ind. Louisville-S-Ky. Lubbock-C-Tex. San Angelo-S-Tex. Boston-S-Mass. Buffalo-S-N. Y. Missoula-S-Mont.	Bloomington-S-Ind. San Antonio-S-Tex. El Paso-S-Tex. Brockport-S-N. Y. Pittsburgh-DS-Pa.	Chicago-S-Ill. University-S-Ala. Jackson-S-Miss.	Atlanta-GSS-Ga. Edinburg-S-Tex. Laramie, Wash.

A review of the program conditions for the program as a whole indicates that:

- Seventy-three percent of the participants were members of minority groups, exceeding the program goal of 30 percent.
- Only 18 percent of the projects had taken steps to permanently incorporate successful project features into regular programs of the college and/or school district.
- Eighty-nine percent of the projects involved community representatives in establishing objectives and strategies.
- Community involvement in operational PPS projects was at a fairly low level, with the major activity for community representatives being group meetings.
- One-hundred percent of the projects operate within a low-income community.

KEY OBSERVATIONS

The Pupil Personnel Services Program appears to have done a good job in terms of projects achieving program objectives. Minority group members have been recruited (73 percent of all participants), involvement of the project in low-income communities is extensive, and training activities are comprehensive in nature. Weaknesses do exist, however, in project management and in assuring that successful features are implemented outside the project.

Recommendations for the Pupil Personnel Services Program are:

- While continuing the involvement of the project in the community, increase the involvement of community representatives in the direction of ongoing projects.

- Provide guidance to project directors to improve the planning and coordination within projects, the area most frequently cited by participants as being a problem.
- Emphasize the dissemination of program/project information and direct projects to incorporate successful features into regular programs of the school districts and colleges.

6

SCHOOL PERSONNEL UTILIZATION PROGRAM

INTRODUCTION

The School Personnel Utilization (SPU) Program has as its main component differentiated staffing. Generally defined, it requires that teaching be differentiated into various roles and responsibilities to allow for the specific interests, abilities, and ambitions of teachers. It calls for a differentiated salary scale and allows for both training and career ladders. Both school personnel and students are focal groups of the differentiated staffing concept.

Without a career ladder in the teaching profession, many teachers have been forced to aspire to administrative positions for advancement. A misallocation of resources may result because teachers are often ill-prepared for administration, and good teachers should be given the opportunity to remain in their profession at a more advanced level. Also, the skills of many other types of professionals and paraprofessionals should be used in the educational system--they are untapped resources in the present model of the self-contained classroom with a full-time teacher.

With the specialized skills of many teachers, plus flexible scheduling, individualized instruction, and improved teaching methods, a positive change in pupil attitudes and achievement should result. While attitude changes may be observable, improvement in pupil achievement requires a longer testing time, and reliable data will not be available for another year or two.

The National Center for the Improvement of Educational Systems is attempting to create a better educational system by supporting the training necessary in planning and adopting differentiated staffing in the schools.

The following table indicates the recent history of the SPU Program:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)(1)
1971	34	1,485	$3.2
1972	18	2,548	$2.2

(1) See Preface for a discussion of the forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- Nine of the 16 projects screened and selected participants using only the project director, project staff, participants, and school district representatives.
- Previous experience and needs and goals of the participant were the most important factors in the selection of participants.

Assessment of Participants

- Fourteen of the 16 projects indicated that participants would be assessed by the project director, project staff members, team leaders, and other school district personnel. In fact, 10 of the projects indicated that videotape equipment was used in the assessment.

Objectives

- In terms of objectives, 12 projects specified that they wanted to develop specific skills in their participants. Nine projects specified that they wanted to improve or change the school system. Seven projects stated that they wanted to improve the cognitive or affective abilities of youth.

Advisory Councils

- Fourteen projects had advisory councils composed mainly of participants, LEA teachers, and LEA administrators.
- The major areas of activity for the councils were planning, policy-making, and evaluation.

Evaluation

- Fourteen projects had begun self-evaluation procedures, with each having set measurable objectives for the evaluation.
- The individuals most frequently involved in formal evaluation activities were the project director and an evaluator on the staff. Participants and school district staff tended to be involved in informal evaluation activities.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Only 64 percent of the participants indicated that the main goal of the project was to create differentiated staffing patterns. Nineteen percent of the participants indicated that their project was trying to give more individualized instruction to students.
- Forty-one percent of the participants expected to learn new teaching techniques from the project, 35 percent expected some professional growth from the project, and 23 percent of the participants expected to receive practical experience. Eighty-one percent of the participants felt that the program was meeting their expectations so far.
- Seventy-eight percent of the participants indicated that the project had caused them to do things differently, especially in learning new teaching techniques and the stimulation of creativity, enthusiasm, and innovation.
- Forty-two percent of the participants felt that inservice workshops were the strongest feature of their project.
- Fourteen percent of the participants felt that the lack of adequate leadership was a poor feature of the project. Fourteen percent of the participants felt that lack of communication was a poor feature of the project.
- Twelve percent of the participants felt that improved communications between all groups would improve the project. Ten percent of the participants indicated that orientation sessions for participants would improve the project in the future.

DISCREPANCY ANALYSIS

The past year was one of change for the SPU Program and one in which program conditions were under development. Thus, RMC's SPU questionnaire was designed to collect data specifically requested by the SPU staff and that recommended by a top consultant in the area of differentiated staffing. Since program

management had not established, at the time the survey occurred, either program conditions or goals for the projects to achieve, the data reported by the projects were computed against the program average. This comparison yielded the following result:

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS			
85-81%	80-76%	75-71%	≤70%
Englewood, Co. Louisville, Ky. Carson City, N. J. Ogden, Utah	Tallahassee, Fla. Kansas City, Mo. Beaverton, Ore. Manassas, Va.	Mesa, Az. Corte Madera, Ca. Ontario, Ca. Laguna Beach, Ca. Temple City, Ca.	Wayne, Mich. New York, N. Y. Portland, Ore.

A review of the data collected on the questionnaire specifically designed for the SPU Program indicates that:

- In 75 percent of the projects, hierarchical roles existed as a career alternative to school administration.
- The major problems encountered by the projects were teacher fatigue and anxiety, with 68 percent of the projects reporting at least one of the two.
- The most strongly emphasized training areas were group dynamics and curriculum development.
- Most of the steps toward the total implementation of new staff roles/patterns have been taken by all projects.
- Forty-three percent of the projects reported that the model caused conflict and ill-feeling.
- One of the most strongly felt outputs of the SPU projects (100 percent of the projects reported this) is that the differentiated staffing model has illustrated the need for other educational changes in the school system.

KEY OBSERVATIONS

The differentiated staffing approach of the School Personnel Utilization Program is well underway in most projects. Most of the preliminary steps have been completed by the projects, with the total implementation of new staff roles and patterns and a new augmented salary structure yet to come. The use of non-EPDA funds in project operations is exemplary in that almost 50 percent of all funding is derived from non-EPDA sources. Since the year was one of development for the projects, it was not without problems, especially in the area of teacher anxiety and frustration.

The recommendations for the School Personnel Utilization Program are:

- Develop fully and disseminate to all projects program guidelines and conditions and specifically state performance goals.
- Continue the effort toward full implementation of the differentiated staffing concept, especially in the area of salary structures.
- Provide guidance to projects in the resolution of teacher anxiety, conflict, and ill-feeling, perhaps through the institution of the orientation sessions called for by participants in their response to the survey.

7

SPECIAL EDUCATION PROGRAM

INTRODUCTION

The overall purpose of the Special Education Training Program is to help those handicapped children who are found in the regular classroom to experience success--socially, emotionally, and academically. Approximately 60 percent of the handicapped children in the United States are in regular classrooms, being taught by teachers who express feelings of inadequacy with such children. Program emphasis is placed on prevention of those handicapping classroom conditions and attitudes that often have a negative effect on learning. The program is designed to enable teachers in regular classrooms to equip every child to achieve his highest potential.

Further, educational personnel with special training and competencies for working with the handicapped are seen to be in short supply and in all probability will continue to be so. These and other factors led the Bureau of Education for the Handicapped and the National Center for the Improvement of Educational Systems to conclude that a program should be established to train or re-train education personnel to work more effectively with the handicapped child in the regular classroom. Therefore, the short-range objective of the Special Education Training Program is to train and re-train regular classroom teachers, trainers of teachers, and other non-specialist education personnel; while the long-range objective is to modify the curricula of regular teacher preparation programs so that the graduates of those institutions will be significantly better prepared than

they are now to work with handicapped children. Specifically, the program objectives, as stated by the Special Education Program, are:

(1) to increase the supply of education personnel who understand and can effectively deal with handicapped children in regular classrooms;

(2) to train teacher trainers so that they can integrate special education effectively into regular teacher preparation programs;

(3) to encourage training institutions to modify existing preparation programs so that teachers and other education personnel will be cognizant of and capable of working with handicapped children in regular classrooms;

(4) to provide appropriate training opportunities in the techniques of special education for personnel such as school administrators, school psychologists, counselors, educational media specialists, and teacher aides for regular and special education classrooms; and

(5) to encourage the development of training projects that address themselves to the needs of handicapped children in poverty populations--both urban and rural.

The size of the Special Education Program in recent years may be seen in the following table:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)(1)
1970	44	3,517	$6.8
1971	36	3,482	$6.9
1972	39	3,006	$6.4

(1) See Preface for a discussion of the forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- Project directors, project staff, school district representatives, and college representatives were involved in the screening and selection of participants.
- Previous experience and needs and goals of participants tended to be important factors in the selection of participants for this program.

Assessment of Participants

- Project directors, other project staff members, participants, and other school district personnel participated in the observation and assessment of participants. Twenty-five of the 35 projects used video-tape equipment in their assessment.

Objectives

- Development of specific skills of participants tended to be a predominant objective of nearly every Special Education project. Sixteen projects indicated that their objective was to introduce new teaching methods. Eighteen projects wanted to improve the cognitive or affective ability of youth. Seventeen projects wanted to improve or change the school system, and 11 projects wanted to improve or change university training.

Advisory Councils

- Twenty-four projects reported that an advisory council existed for the project. When the advisory council existed, it was frequently involved in policy-making, planning, evaluation, and community involvement activities. Advisory councils tended to be made up of project staff, participants, LEA administrators, college representatives, and parents.

Evaluation

- All Special Education projects indicated that they had begun an evaluation at the time of our survey. In fact, 33 of the 35 projects indicated that they had set measurable objectives for the evaluation.
- Evaluations tended to be internally managed, with the use of individual consultants and college personnel in 16 of the projects.
- Evaluation meetings, observations, and interviews with participants tended to be primary methods of obtaining evaluation information even though some projects interviewed college staff, school district staff, and students. Also, a few projects used achievement and attitude tests of the participants.

IMPORTANT PARTICIPANT SURVEY RESULTS

- When asked to indicate what they believed the project's objectives to be, 49 percent of the participants indicated that the project was trying to train teachers to work with students who have learning disabilities.
- On a personal level, 42 percent of the participants expected to gain a better understanding of children with learning disabilities. Twenty-nine percent of the participants indicated that they expected to gain professionally from the project.

- Eighty-eight percent of the participants indicated that the program was meeting their expectations.
- Eighty-six percent of the participants indicated that the project had caused them to do things differently, particularly related to their new attitude toward teaching children with disabilities and the use of individualized instruction.
- Twenty percent of the participants indicated that the ability to progress at one's own rate was a strong point of their project. Nineteen percent of the participants indicated that the capabilities of the project staff itself was a strong factor.
- No discernable trends in the participants' responses were observed in terms of the identification of the weakest or poorest feature of the project.
- No observable trend was noted in terms of specific suggestions by participants for improving the project.
- Forty-six percent of the participants indicated that they would teach in grades preschool through grade 12 on completion of their training. Nineteen percent of the participants indicated that they would enter educational supervision or administration.

DISCREPANCY ANALYSIS

In attempting to provide guidance for the projects in the field, the Special Education Program has adopted an extensive series of program conditions. The goals applied to these conditions appear to be set with the intention that projects attempt to meet a high standard. Thus, it may not be of great concern that 13 of the 35 projects met fewer than 65 percent of the program goals, but a review of these projects might be beneficial. Often, projects are established to meet a specific need and are thus (in effect) exempt from the normal guidelines. If this is the case with the majority of the projects that appear to have done poorly, the overall program has done quite well.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS							
95-91%	90-86%	85-81%	80-76%	75-71%	70-66%	65-61%	≤ 60%
Atlanta, Ga.	Olathe, Kans. Houston, Tex.	Arcata, Ca. Boulder, Co. Portland, Ore. University Park, Pa. Kingston, R.I. Logan, Utah Norfolk, Va.	Coral Gables, Fla. Carrollton, Ga. Louisville, Ky. Pittman, N.J. Cleveland, Ohio Providence, R.I. Petersburg, Va.	Storrs-E-Conn. E. Cleveland, Ohio Austin, Tex.	Albuquerque, N.M. Cincinnati, Ohio	Conway, Ark. Storrs-EP-Conn. Columbus-DOE-Ohio Norman, Ok. Eugene, Ore. Hampton, Va.	Dekalb, Ill. Bloomington, Ind. Baltimore, Md. Kalamazoo, Mich. El Paso, Tex. Burlington, Vt. Milwaukee, Wis.

A review of the program conditions for all projects indicates that:

- Only 81 percent of the participants had a contract or other firm commitment for a position in education at the end of training, contrary to the program goal of 100 percent.
- For those projects reporting, an average of four courses were offered to teach participants to discriminate between a handicapping condition and culturally normal behavior.
- While almost all projects utilized innovative approaches in their training, only 65 percent had a staff member responsible for the formal dissemination of project information, reducing the ability of others to learn from Special Education's progress.
- Eighty percent of the projects had begun to incorporate successful project features into regular programs of the college and/or school district.
- Ninety-eight percent of the participants had a practicum experience as a part of their training.
- The average number of academic year followup sessions for summer programs was eight, less than the ten desired.

KEY OBSERVATIONS

It appears that the major goal of the Special Education Program--the training of teachers to teach handicapped children in regular classroom settings--is being met by the projects in the field. Academic and practicum training are directed to this end, emphasizing identification, diagnosis, and remediation for handicapped children. No major problem areas were cited by participants and there were no frequently mentioned suggestions for project improvement. Project self-evaluation is well underway, with most projects having established measurable objectives for the evaluation.

Recommendations for the Special Education Program are:

- Strengthen the academic year followup to summer programs--an average of eight followup sessions were scheduled instead of the required ten.
- Encourage the recruitment of minority group members as participants (only 19 percent of the participants were from these groups).

- Act to ensure that each project has a staff member responsible for the dissemination of the project information, such as the innovative approaches that have been implemented by projects.
- Broaden the base of instruction and direction to include persons from outside the school of education in the academic training and as co-directors of the project.

8

TEACHER CORPS

INTRODUCTION

The Teacher Corps was created by Title V-B of the Higher Education Act of 1965. On June 29, 1967, it was amended and extended under the Education Development Professions Act (EPDA), Part B-1. Its purpose as stated in the legislation is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation. To achieve this purpose, Teacher Corps recruits and trains college graduates and upperclassmen to be teachers in schools that serve children from low-income families. The Teacher Corps is also intended to encourage and assist changes within the institutions that educate children and prepare teachers.

The basic objectives of Teacher Corps as specified in the guidelines are:

- to strengthen the educational opportunities in the school,
- to broaden programs of teacher preparation,
- to strengthen the relationship of schools and universities with the communities they serve, and
- to produce program continuity of the team structure internship in regular teacher education programs and in school districts after Teacher Corps.

The size of the Teacher Corps over recent years may be seen in the following table:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)[1]
1970	75	2,280	$23.3
1971	77	2,327	$25.0
1972	70	2,490	$30.8

(1) See Preface for a discussion of the forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- Selection of participants involved project directors, project staff, school district representatives, community representatives, and college representatives.
- Racial/ethnic background and the needs and goals of participants tended to be relatively important factors used in the selection of Teacher Corps participants.

Assessment of Participants

- For the most part, assessment of the participants was performed by project staff members, college personnel, team leaders, and school district personnel. Fifty-five of the 63 projects used video-tape equipment in their assessment.

Objectives

- It is significant to note that 53 of the 63 projects reporting indicated that one of their project objectives was to improve or change university training, whereas only half as many projects (26) indicated that they wanted to improve or change the school system. University change tended to be the predominant objective of most projects.

Advisory Councils

- Fifty-nine of the 63 projects indicated that an advisory council existed in the project. Advisory councils tended to be used for many activities, including policy-making, proposal writing, planning, selecting and recruiting participants, evaluation, and community involvement. Thirty-seven of the project advisory councils met at least monthly; the remaining 26 project advisory councils met quarterly or semi-annually.
- Advisory councils tended to be made up of representatives of project staff, participants, LEA administration, LEA teachers, college instructors, and parents of the children served.

Evaluation

- Fifty-seven of the 63 projects indicated an evaluation was in progress at the time of the survey. Four other projects indicated they would begin within a few months.
- Fifty-one of the projects indicated they had set measurable objectives for the evaluation and that, for the most part, evaluation was to be internally managed with some assistance from college personnel.
- Participants, project directors, community representatives, college staff, and school district staff tended to be involved in informal evaluation activities, such as comments, perceptions, and opinions, whereas for the most part, project directors, external evaluators, and college staff were involved in formal evaluation activities, such as design, data collection, and analysis.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Sixty-nine percent of the participants indicated that their project was trying to train teachers to work with the disadvantaged. Fourteen percent felt that the project wanted to change traditional methods of teacher training.
- Eighty-four percent of the participants personally expected to gain experience and knowledge in teaching students. Forty percent of the participants expected to obtain a degree.
- Seventy percent of the participants felt that the program was meeting their expectations so far.
- Seventy-two percent of the participants felt that the project had caused them to do things differently. Thirty percent of the participants felt that they had new attitudes toward teaching. Thirty-three percent of the participants felt they had an increased regard for children.

- Seventy-eight percent of the participants indicated that their performance on the project had been rated or evaluated, and 87 percent of these indicated that the results of the evaluation were discussed with them personally and that they found this helpful.
- Nearly 70 percent of the participants felt that recruitment, selection, design of the training program, academic program, practicum activities, and project evaluation activities were somewhat effective or very effective.
- In their opinion, participants felt that practical teaching experience was the strongest or best feature of the project. Nearly 56 percent of the participants responded positively to this item and this response was the only one that had a majority.
- Lack of communication between groups was stated as the weakest or poorest feature of the projects. Twenty-six percent of the participants indicated this problem. No other problems of any definitive trend were noted.
- Seventy-five percent of the participants intended to become teachers after completing the project.

DISCREPANCY ANALYSIS

The most extensive, detailed, and comprehensive set of program conditions for any of the 12 Center programs studied by RMC have been developed by Teacher Corps for its projects. These conditions have been designed to closely control the direction and format of the project without stifling the educational innovation that is sought. Although initially hesitant to establish goals, when the goals were set, they revealed high minimum levels for satisfactory performance. The distribution of projects in the following table (46 of the 63 projects equaled or exceeded 80 percent of the goals stated by the Teacher Corps Program) indicates that projects are closely adhering to the majority of the program conditions, thus meeting the intent of the guidelines (or program materials) and the Congressional legislation.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS						
100-96%	95-91%	90-86%	85-81%	80-76%	75-71%	≤70%
Detroit, Mich.	Normal, Ala. Los Angeles-M-Ca. Alamosa, Co. Hartford, Conn. Baton Rouge, La. Norman, Ok. Spearfish, S. D. Seattle, Wash.	Hayward, Ca. San Francisco, Ca. San Diego, Ca. Stockton, Ca. Albany, Ga. Atlanta, Ga. Chicago-UOI-Ill. Emporia, Ka. Louisville, Ky. E. Baton Rouge, La. Amherst, Mass. East Orange, N. J. Buffalo, N. Y. Grand Forks, N. D. Philadelphia, Pa. Johnson City, Tenn. Austin, Tex. Norfolk, Va. Madison, Wis. Stevens Point, Wis. W. Hartford-P-Ct.	Livingston, Ala. Flagstaff, Az. Santa Cruz, Ca. Newark, Del. Grambling, La. Rochester, Mich. Jackson, Miss. Billings, Mont. New York, N. Y. Syracuse, N. Y. Toledo, Ohio Portland, Ore. Prairie View, Tex. Bellingham, Wash. Tacoma, Wash. Buffalo-P-N. Y.	Anchorage, Ak. Los Angeles-U-Ca. Des Moines, Iowa New Orleans, La. Las Cruces, N. M. Albany, N. Y. Hato Rey, P. R. Petersburg, Va. Houston-P-Tex.	Sacramento, Ca. Bowling Green, Ky. Las Vegas, Nev. Houston-NOH-Tex. Houston-TSU-Tex.	Chicago-Tay-Ill. Lansing, Mich. Burlington, Vt.

Some of the conditions that indicated a poor showing with regard to projects equaling or achieving the goals set by Teacher Corps were:

- For the most part, community representatives and participants participated in informal evaluation activities, but not to any great extent in formal evaluation activities as Teacher Corps had requested.
- The percent of interns that live in the attendance area of the school served was not as high as Teacher Corps intended. Teacher Corps set a goal of 90 percent--which we believe is quite high--and, consequently, only 73 percent of the projects had 90 percent or more of their interns living in the area of the school served.
- The proportion of course work open for negotiation by the intern is also not as high as Teacher Corps desired. Teacher Corps set a goal of 50 percent of the course work open for negotiation between the participant and the college. Only five projects had 50 percent or more of the course work open for negotiation. The average percent open for negotiation was 31 percent.
- Teacher Corps felt that nearly all projects should have taken specific steps for continuation after withdrawal of federal funds. Only 41 percent of the projects had taken these steps.
- Teacher Corps desired community representatives to be included as regular instructors for academic training in all projects, whereas only 55 percent of the projects achieved this goal.

KEY OBSERVATIONS

While the Teacher Corps projects have done a fairly good job in terms of operating within program guidelines, there are some areas that stand out as meriting attention by program specialists. The academic training offered to interns is much more inflexible than desired by the program staff. Only 31 percent of the total coursework is open for negotiation by interns, with 69 percent required by the college or project. This is considerably different from the 50-50 balance established as a goal. In addition, interns perceive a lack of communication between groups within a project and cite this as the major problem area for the program. A further area of concern is in the superficial involvement of many advisory councils and of the community in general in project operations. One example of this is that in 26 projects, advisory councils met quarterly or semi-annually. Finally, it may be noteworthy that considerably more projects emphasize change in college training programs as opposed to change in the school systems.

The recommendations for the Teacher Corps Program are:

- Act to increase the flexibility of the interns' training programs to permit each to adapt the training to his specific needs and desires.
- Place special emphasis on the intensity of participation of the community and the advisory council in providing guidance and direction to projects.
- With only 41 percent of projects having taken steps to budget for project continuation after withdrawal of federal funds, action must be taken to ensure that the developments begun under Teacher Corps do not stop when the project does.
- The program should continue to stress the strong practicum, on-site training, and community-based education--all seen as being effective in their training impact. A review should be made of the community component, however, since 25 percent of the projects are not offering three credit hours for the experience as required.
- In order to ensure that Teacher Corps interns and team leaders do not substitute for regular teachers, the cooperating teacher should be the individual with final classroom responsibility for students. This is the case in only 44 percent of the projects.

9

TEACHER DEVELOPMENT FOR DESEGREGATING SCHOOLS PROGRAM

INTRODUCTION

The Teacher Development for Desegregating Schools (TDDS) Program is an outgrowth of a commitment made by the Associate Commissioner of BEPD to presidents of black colleges to ensure greater participation in Bureau programs. The program was established in 1969, with the major thrust being to meet the needs of educational personnel who were to serve in recently desegregated schools. In accomplishing this, four primary objectives were developed:

- to assist teachers displaced as a result of school desegregation,
- to improve the subject matter and professional competence of teachers,
- to prepare educational personnel to serve in a multi-ethnic setting, and
- to strengthen teacher preparation programs.

While grants are made only to colleges and universities, cooperative arrangements between institutions of higher education and state and local education agencies are strongly encouraged. In addition, the cooperation and decision-making inputs of students and professionals at all levels are required. Recognizing the special need for the training of elementary school teachers, each project has been expected to have an emphasis on the primary grades (although this emphasis is changing), to focus on a particular discipline (reading, mathematics, Afro-American studies, etc.), and to adopt an interracial and intercultural approach. Beginning with 29 projects in 1969, the TDDS Program has grown to 43 projects involving $5.5 million and training 1,548 professionals.

PROJECT CHARACTERISTICS

Recruitment

- Project directors, project staff, school district representatives, and college representatives were frequently involved in the screening and selection of participants.
- Previous experience and the needs and goals of the participants were relatively important factors used in the selection of participants.

Assessment of Participants

- Project directors and other staff members were primarily performing the assessment of participants. In 24 of the 39 projects, video-tape equipment was used for the assessment.

Objectives

- The most frequently reported project objectives were to develop specific skills in the participants and to increase the supply of educational personnel for urban low-income areas.

Advisory Councils

- Twenty-two of the 39 projects indicated that an advisory council existed for the project, which met quarterly or semi-annually and was involved in policy-making, planning, selecting and recruiting, evaluation, and general operations.
- Advisory councils tended to be made up of project staff, LEA administration, and college representatives.

Evaluation

- Nearly all projects indicated that measurable objectives had been set for the project evaluation.
- The evaluation was to be internally managed, with some outside assistance from college personnel. The participants, project directors, and college staff assisted in informal evaluation activities, whereas the project director was usually the only one working on formal evaluation activities.
- Evaluation meetings, observations, and interviews with participants tended to be the most frequent methods for obtaining evaluation information.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Fifty-one percent of the participants indicated that their project was trying to provide teachers with new techniques. Twenty-five percent of the participants indicated that their project was preparing them for multicultural education.
- Sixty-three percent of the participants expected to learn new methods and techniques from the project.
- Eighty-six percent of the participants indicated that the program was meeting their expectations.
- Seventy-four percent of the participants indicated that the project had caused them to do things differently and helped them learn new ways of presenting educational concepts to students. They also felt that they gained a greater sensitivity towards students.
- Twenty-six percent of the participants indicated that the quality of the instructors and staff was the strongest feature of their projects.
- No clear trend emerged from participants concerning the weakest or poorest feature of their project or for any specific suggestions for improving the project.
- Only 58 percent of the participants expected to be teachers in preschool through grade 12 following the project.

DISCREPANCY ANALYSIS

TDDS has developed a fairly comprehensive set of program conditions and combined them with moderately high goals. A bimodal distribution of projects has resulted. A review of the nine projects meeting less than 65 percent of the goals would appear to be beneficial to determine the extent to which they are achieving other program objectives.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS							
100-96%	95-91%	90-86%	85-81%	80-76%	75-71%	70-66%	≤65%
Norfolk-DoE-Va.	Petersburg-DM-Va.	Augusta, Ga. Toogaloo, Miss. Knoxville, Tenn. Dallas, Tex. Houston-DoE-Tex. Prairie View, Tex. Petersburg-TD-Va.	Auburn, Ala. Coral Gables, Fla. Gainesville, Fla. Frankfort, Ky. Hattiesburg, Miss. New Brunswick, N.J.	Boulder, Co. Tallahassee, Fla. Atlanta-AA-Ga. Savannah, Ga. Baton Rouge, La. Bowie, Md. Jackson-DoE-Miss. Durham, N.C. Greensboro-B-N.C. Greensboro-La-N.C. Lincoln-Univ-Pa. Nashville, Tenn. Houston-DDM-Tex.	Norfolk-CSC-Va.	Columbia, S.C.	Montgomery, Ala. Atlanta-Dom-Ga. New Orleans-M-La. Columbus, Miss. Jackson-TCC-Miss. Erwin, N.C. Raleigh, N.C. Orangeburg, S.C. Birmingham, Ala.

A review of the program conditions for all projects indicates that:

- Seventy-four percent of the projects had conducted a human relations seminar, with 7 percent utilizing some other means of approaching the problems involved in the desegregation of schools.
- Only 56 percent of the projects had an advisory council.
- Only 35 percent of the projects had a staff member responsible for coordination with ESEA Title I, Civil Rights Act Title IV, and ESAP.
- Only 30 percent of the projects had a staff member responsible for assisting participants in finding a satisfactory position.
- Practicum training existed in only 61 percent of the projects.
- While the majority of the projects conducted specialized workshops, only 56 percent of the projects involved participants in the planning and conduct of the workshops.

KEY OBSERVATIONS

The participants are satisfied with the TDDS Program: 86 percent indicated that the project was meeting their expectations and there was no discernible trend concerning the weakest or poorest project feature. This satisfaction may be short-lived, however, since only 30 percent of the projects have a staff member responsible for providing placement assistance to participants. Further, in 65 percent of the projects, there is no staff member responsible for the coordination of the other related federal programs (e.g., ESEA Title I, Civil Rights Act Title IV, ESAP, etc.). This weakens the ability of each program to accomplish the common goal. Finally, only 56 percent of the projects have an advisory council.

Recommendations for the TDDS Program are:

- Require that each project designate a staff member for each of the two followup areas--participant placement and federal program coordination.
- Direct those projects currently lacking an advisory council to establish one, enabling it to gain valuable inputs from the community, colleges, school system, etc.
- Even though 81 percent of the projects have utilized either a human relations seminar or some other method of approaching desegregation problems in the schools, the 19 percent that have not had this opportunity should do so in order that participants may become sensitive to all aspects of the problem.

10

TRAINING OF TEACHER TRAINERS PROGRAM

INTRODUCTION

Recognizing the need for change in the ways teachers are prepared for their roles in the classroom, the Training of Teacher Trainers (TTT) Program was established. Designed to bring change to teacher preparation methods, the TTT Program focuses on providing training and re-training for personnel who are currently responsible for teacher training programs. TTT projects may include teachers, students, and aides when their participation is a means to the achievement of the major goal, although the major focus is on trainers of teacher trainers and/or teacher trainers. The projects are designed to provide trainers of teacher trainers (college instructors), especially those outside the field of education, with a sense of what is needed in contemporary education at the local school level through practicum, teacher exchanges, and other training.

An additional focus of the program is to stimulate, on a long-term basis, cooperation between the schools, the community, and the university by giving each a voice in the formulation, direction, and evaluation of the project. The narrowing of the gulf between the colleges of education and liberal arts within the university is also sought.

Grants are made to local school districts, state education agencies, and institutions of higher education for a period of three years for the training of those whose professional responsibilities relate to the training of elementary and secondary teachers.

The TTT Program utilized $9.8 million in providing training to 3,035 participants in 32 projects distributed across the country.

PROJECT CHARACTERISTICS

Recruitment

- Racial/ethnic background, previous experience, and needs and goals of the participants were relatively important factors used in the selection of the participants.

Objectives

- Twenty-two of the 29 projects indicated that one of their project objectives was to improve or change university training, making this the most frequently reported objective.

Assessment

- The project director, other project staff members, and college personnel were involved in the assessment of participants in most projects. In 19 of the 29 projects, video-tape equipment was used in the assessment.

Advisory Councils

- Twenty-eight of the 29 projects had advisory councils. These advisory councils tended to be involved in policy-making, planning, evaluation, and promoting community involvement.
- The advisory councils were generally made up of project staff, LEA administration, college instructors, and parents.

Evaluation

- Twenty-four of the 29 projects had indicated that an evaluation had begun at the time of the survey. Twenty-four projects had set measurable objectives for the evaluation. For the most part, the evaluation was to be performed internally, with assistance from college personnel.
- Participants, project directors, community representatives, college staff, school district staff, and college students were frequently involved in informal evaluation activities, such as comments, perceptions, and opinions, whereas the project director was the only one involved in formal evaluation activities.
- Evaluation meetings, observations, and interviews with participants were the primary methods of obtaining evaluation information.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Forty-seven percent of the participants indicated that their project was trying to improve teacher preparation. Twenty-five percent of the participants indicated that the project goal was to train teachers in new techniques.
- Thirty-six percent of the participants expected to improve their teaching capability. Twenty-four percent of the participants expected to gain experience and knowledge from the project.
- Eighty-one percent of the participants indicated that the program was meeting their expectations so far.
- Seventy-eight percent of the participants indicated that the project had caused them to do things differently, especially in that they have attempted new teaching methods and techniques.
- Thirty-one percent of the participants indicated that practical experience was the strongest or best feature of their project.
- Sixteen percent of the participants indicated that the lack of communication between groups was the poorest feature of the project.
- Fourteen percent of the participants thought that improving communication between participants and institutions would improve the project in the future. Thirteen percent of the participants felt that the project could be improved by a revision in the curriculum. Eleven percent of the participants indicated that improved recruitment and selection would result in a better project.
- Forty-eight percent of the participants expected to become teachers in preschool through grade 12 after completing the training. Twenty-three percent of the participants expected to be instructors at the college level. Eleven percent of the participants expected to be in educational supervision and administration.

DISCREPANCY ANALYSIS

Because of the diverse nature of the TTT Program, program conditions are neither extensive nor intensive, allowing projects much latitude for development along lines determined by local conditions. Similarly, the goals have been set at a moderately low level, permitting most projects to do well in the analysis.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS				
100-96%	95-91%	90-86%	85-81%	≤80%
Bloomington, Ind. Portland, Ore. Pittsburgh, Pa.	San Jose, Ca. Coral Gables, Fla. Evanston, Ill. East Lansing, Mich. N. Y. -Fordham-N. Y. Syracuse, N. Y. Durant, Ok. Nashville, Tenn. Houston, Tex. Seattle, Wash.	Chicago, Ill. St. Louis, Mo. Lincoln, Neb. Buffalo, N. Y. New York City, N. Y. N. Y. -Columbia-N. Y. Boone, N. C. Philadelphia, Pa. Madison, Wis.	Northridge, Ca. Tampa, Fla. Urbana, Ill. Detroit, Mich.	Auburn, Ala. Cambridge, Mass. New York-U-N. Y.

A review of the program conditions for all projects indicates that:

- Eleven of the 29 projects responding indicated that they allocated some funds to the payment of stipends for teachers, students, or aides, contrary to program directives.
- A very broad range of individuals was involved in the selection of project participants.
- The college departments of education, psychology, and literature and language as well as local school districts provided instructors for a majority of the projects.
- Ninety-three percent of the projects have a practicum, with most offering academic credit for the experience.
- One hundred percent of the practicum schools were eligible for Title I ESEA assistance.
- While only 62 percent of the projects had taken steps to budget for project continuation after the withdrawal of federal funds, 93 percent had begun to incorporate successful project features into regular programs of the college and/or school district.
- Only 44 percent of the projects had a staff member responsible for formal dissemination of project information.

KEY OBSERVATIONS

The Training of Teacher Trainers Program has done much toward bringing a number of groups together to enhance the re-training of college teachers. In spite of this, only 30 percent of the participants were being trained for this field. Compounding the problem is the fact that participants see the lack of communication between groups as the major problem facing the project. Another problem is that 38 percent of the projects pay stipends to teachers, students, or aides in violation of program guidelines. Advisory councils appear to be fairly strong, providing guidance to projects in planning and operations. The multiplier effect desired by the program appears to be weak, with fewer than 50 percent of the projects having a staff member responsible for the formal dissemination of project information.

The recommendations for the TTT Program are:

- Act to prevent projects from utilizing funds to pay stipends to teachers, students, or aides and require a more strict accounting of program funds.
- Expand the involvement of the various groups in project evaluation. While a number of groups are involved in informal evaluation activities, only project directors have direct input to the formal evaluation of the project.
- Require that each project assign the responsibility for the dissemination of project information to one staff member. In addition, each project should develop a plan to maximize the multiplier effect, including dissemination activities.

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URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM

INTRODUCTION

The Urban/Rural School Development Program, like other NCIES programs, grew out of the perceived need to improve the quality and quantity of teaching and learning available to children in poverty areas--both urban and rural. In both areas, the Urban/Rural Program is designed to provide re-training of professional and nonprofessional personnel under conditions designed to have maximum impact on both teachers and students. The program is based on the hypothesis that the school community already possesses much of the required knowledge and understanding necessary to improve teaching in their local schools and needs only the appropriate technical assistance to effect desirable changes and meet the objectives of the Urban/Rural School Development Program. Program resources are to be concentrated on the entire staff of a single school or a small cluster of schools--the "target school" feature of the program with the first step in the program being a local needs assessment.

The following program objectives have been established for the Urban/Rural Program:

- to improve performance in schools attended by high concentrations of underachieving students from low-income families;
- to make training for educational personnel more responsive to the needs of the school, its staff, its pupil population, and the community by means of concentrating training and program development resources in a single school or in a limited number of related schools;

- to develop decision-making capabilities in school and community personnel and to develop their ability to make decisions based upon the recognition and utilization of the interdependence of students, parents, teachers, paraprofessionals, administrators, and concerned community residents;
- to develop within the school and community a capacity for identifying critical needs and assembling ideas, resources, and strategies to meet those needs in a continuing process that provides for adjustment as the program evolves;
- to provide the context in which administrative, fiscal, and ideological decisions are subject to those constraints generated by a collaborative process at the school/community level;
- to effect a process through which the individual school and its community accepts responsibility for its decision and is accountable for its actions regarding the utilization of resources, formulation of strategies, and development of a program to improve pupil performance; and
- to introduce, through the initiative of the school and its community, constructive change in the life of the school that will affect the quality of education in such a way as to increase the performance and range of opportunity for pupils.

The history of the Urban/Rural Program may be seen in the following table:

Fiscal Year	Number of Projects	Number of Participants(1)	Funding (millions)(2)
1971	28	NA	$9.3
1972	24	2,057	$7.5

(1) Does not include School Community Council members.

(2) See Preface for discussion of forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- Screening and selection of participants were performed by the project director, school district representatives, participants, or community representatives in 69 percent of the projects.
- The needs and goals of participants, their previous experience, and racial/ethnic background tended to be important factors in the selection of participants.

Assessment of Participants

- Community representatives, school district personnel, participants, project directors, and other project staff members were frequently used to observe and assess participants. Forty-six percent of the projects used video-tape equipment in their assessment.

Objectives

- Sixty-nine percent of the projects stated that they wanted to involve the community in the educational process as one of their project objectives. Sixty-two percent wanted to change the school system, and 46 percent wanted to develop specific skills in their participants.

Advisory Councils

- Twelve of the 13 projects reporting indicated that an advisory council existed for the project. For the most part, the advisory council participated in all activities of the project. The advisory councils in these projects tended to be made up of parents, LEA administrators, and LEA teachers, with some representatives from LEA paraprofessionals, students, and project staff.

Evaluation

- Only three of the 13 projects had begun an evaluation at the time of our survey. However, an additional seven projects had planned to begin their evaluation within a few months.
- Nine of the projects had set measurable objectives for the evaluation and, for the most part, evaluation was going to be internally managed with some assistance from the school system and individual consultants.
- Evaluation information was to be obtained by evaluation meetings, observations, and interviews or questionnaires of participants, students, and community representatives.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Fifty-nine percent of the participants indicated that their project was attempting to improve methods of educating students, while 22 percent of the participants indicated that their project was trying to involve the community in the educational system. Twenty-two percent of the participants also felt that their project was trying to improve teacher training.

- Forty percent of the participants expected to become more effective teachers as a result of the project. Thirty-five percent of the participants expected to gain experience and knowledge from the project.
- Seventy-four percent of the participants felt that the program was meeting their expectations.
- Only 55 percent of the participants indicated that the project had caused them to do things differently, mainly in the areas of gaining an insight into the problems of children and learning new techniques and methods.
- Twenty-five percent of the participants indicated that the training available for teachers was a strong point in their project. Twenty-six percent of the participants indicated that unification of the community and school toward a common goal was a strong point in their project.
- Eighteen percent of the participants indicated that lack of communication between the project and the program offices in Washington, D. C., was the worst feature of the project.
- Fifteen percent of the participants indicated that improved communications with the project in Washington, D. C., would result in a better project--the most frequent suggestion made.
- Forty-six percent of the participants indicated that they expected to teach preschool through grade 12 following the project. Another 10 percent planned to go into educational supervision and administration.

DISCREPANCY ANALYSIS

The Urban/Rural Program has established few specific program objectives, prefering to allow local projects to meet the needs as developed by the School/Community Council. The determination of local need, rather than actual project operations, comprises the first year of each project's life; thus it was felt that it was premature to establish program goals. Project data were, therefore, compared against the program averages in developing the following table.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM AVERAGES				
90-86%	85-81%	80-76%	75-71%	≤70%
Hays, Mont.	East Chicago, Ind. Hagerstown, Md. Hato Rey, P. R. San Antonio, Tex. Plainfield, Utah	Alma, Ga. Indianapolis, Ind. Celina, Tenn. Bayfield, Wis.	Louisville, Ky.	Kankakee, Ill. Trenton, N. J. Wayne, W. V.

A review of the program conditions for all projects indicates that:

- The most predominant members on the school community council were project staff and school district administrators.
- Although project evaluation had not begun in most projects, 64 percent had set measurable objectives to be used in the evaluation.
- Seventy-eight percent of the projects were addressing the first priority need as determined by the School/Community Council.
- The School/Community Council appeared to be especially active in project planning and in promoting community involvement.

KEY OBSERVATIONS

A review of the Urban/Rural School Development Program's conditions reveals a few problem areas that need to be addressed. Although very early in the life of the program, one area of concern is that no project has taken any steps to budget for project continuation on withdrawal of federal funds. This, coupled with the fact that only 31 percent of the projects have taken steps to incorporate successful project features into regular programs of the school district and/or the college, raises a question about the potential impact of the Urban/Rural Program on educational system change. The training programs offered by projects are not extensive--only 46, 38, and 69 percent of the projects offered academic, practicum, or other training, respectively. Finally, less than 55 percent of the participants indicated that the project had caused them to do things differently, the smallest percentage of any Center program.

The recommendations for the Urban/Rural Program are:

- Develop a formalized training plan to ensure that all participants have an opportunity to receive the necessary training.
- Require all projects to develop and implement a method by which the successful features of the project will be implemented in other schools.

- With only 23 percent of the projects engaged in a self-evaluation process, emphasis at the program level should be developed to push all projects in this direction.
- Program management should act to establish and disseminate a set of performance goals to all projects.
- A concentrated effort must be made to open channels of communication between the projects and program offices in Washington, D. C., the problem area cited most often by participants.

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VOCATIONAL EDUCATION PERSONNEL PROGRAM-552

INTRODUCTION

Part F of the Education Professions Development Act (EPDA or PL 90-35) makes special provisions for vocational education. Part F is also known as Title II of PL 90-576, the 1968 Amendments to the Vocational Education Act of 1963. The purposes of Part F and the resulting Vocational Education Personnel Program are (1) to provide opportunities for experienced vocational educators with high potential for leadership to spend full-time in advanced study, and (2) to provide opportunities for other personnel concerned with vocational programs to receive training or re-training through cooperative arrangements, such as exchange programs with business and industry and inservice or preservice programs. Vocational Education 552 is designed to meet the first of these goals.

The objectives of the Vocational Education Personnel Program are:

- to improve both the quality and effectiveness of instruction in the nations's vocational education programs;
- to develop a sufficient supply of adequately prepared vocational education personnel, including teachers, supervisors, researchers, administrators, teacher educators, state staff, and special leadership personnel;
- to develop more effective methods and materials and their utilization for instruction in vocational education;
- to successfully integrate vocational and general education in all levels of school programs; and
- to equalize opportunity for vocational education for all people.

The program intends to achieve its objectives by providing the following, as dictated by legislation:

- awards to individuals for advanced leadership study, and
- awards to institutions for the development of new and innovative programs for vocational education personnel development.

The recent history of the Vocational Education 552 Program may be seen in the following table:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)(1)
1970	11	160	$1.2
1971	18	216	$1.9
1972	18	253	$1.7

(1) See Preface for discussion of forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- Thirteen of the 17 projects reporting indicated that the project director, the State Department of Education, and the Office of Education were involved in the screening and selection of participants.
- The participant's school record, his needs and goals, and previous experience tended to be important factors in the selection of participants.

Assessment of Participants

- Participants were assessed by the project director, other project staff members, college personnel, and/or participants themselves.

Objectives

- The predominant project objectives for all the projects were to develop certain skills in participants and to increase the general supply of educational personnel.

Advisory Councils

- Fifteen of the 17 projects indicated that an advisory council existed for their projects. The activities of the advisory councils tended to be focused on policy-making, proposal writing, planning, evaluation, and project monitoring.
- Eight of the advisory councils met semi-annually, three met quarterly, three met more than once a month, and one met annually.
- The advisory council tended to be made up of State Department of Education, college, and project staff representatives, with some projects including participants and LEA administrative representatives.

Evaluation

- Eleven of the 17 projects indicated that an evaluation had begun in the project. An additional 5 projects indicated that one would begin in the future. Twelve of the 17 projects indicated that measurable objectives had been set for the evaluation.
- Fifteen projects indicated that the evaluation would be performed internally, in some cases with the assistance of college personnel or the State Department of Education. Evaluation meetings, observations, and interviews of participants and college staff tended to make up predominant methods of obtaining evaluation information.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Eighty percent of the participants indicated that their project was trying to develop or train leaders in vocational education.
- The primary expectation for 45 percent of the participants was to obtain a doctoral degree from the project. Thirty-eight percent of the participants expected to obtain general knowledge and experience in vocational education. Thirty-five percent of the participants indicated that they wanted to obtain knowledge and experience in leadership and administration; and 28 percent of the participants expected to obtain a better position as a result of the project.
- Ninety-one percent of the participants felt that the program was meeting their expectations.
- Seventy-four percent of the participants indicated that the project had caused them to do things differently, especially in broadening their concept of vocational education.
- Forty-five percent of the participants indicated that practical experience in vocational education was one of the strongest points of the project. Thirty percent of the participants indicated that interaction with participants, instructors, and students were strong points in the project.

- Forty percent of the participants stated that the lack of flexibility of their program was the poorest feature of the project.
- Fourteen percent of the participants indicated that the development of guidelines for planning purposes would improve the project. Eleven percent of the participants indicated that increased practical experience would improve the project.
- Sixty-three percent of the participants stated that they were going to enter educational supervision and administration following the project. Another 29 percent of the participants expected to become college-level instructors.

DISCREPANCY ANALYSIS

One of the best written and most thoroughly detailed set of program conditions in the 12 Center programs studied is that developed by the Vocational Education 552 Program. The conditions appear to be well thought-out and carefully developed to provide direction to projects in the field. In addition to the strong set of program conditions, very substantial program goals have been established in an effort to set a rather high standard against which to measure projects. Therefore, it is not surprising to find that a number of the projects appear to be low in terms of performance. While a review of these projects would be useful to be certain that this is the case, there is likely to be no cause for undue concern.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS						
95-91%	90-86%	85-81%	80-76%	75-66%	65-61%	≤60%
Stillwater, Ok.	New Brunswick, N. J. Knoxville, Tenn.	Los Angeles, Ca. Athens, Ga. Urbana, Ill. Minneapolis, Minn.	Storrs, Conn.		Corvallis, Ore.	Manhattan, Kans. Lexington, Ky. Lansing, Mich. Columbia, Mo. Raleigh, N. C. Columbus, Ohio Philadelphia, Pa. College Sta., Tex.

A review of the program conditions for all projects indicates that:

- Only 3 of the 13 projects reporting met the program goal of having at least 85 percent of their participants admitted to the participating college on a fully qualified basis.
- Only 47 percent of the projects indicated that a significant portion of the training was designed to increase the participants' understanding of and ability to work with low-income students.
- Seventy percent of the projects offered a practicum experience and nearly three-fourths of the participants were involved in research projects.
- Ninety-nine percent of the participants will receive their PhD degree within three years.
- Eighty-eight percent of the projects had an advisory council, with the councils actively involved in policy-making, planning, and evaluation.
- Seventy-six percent of the projects had a staff person responsible for evaluation and 70 percent had established measurable objectives to be used in the evaluation.
- Since 87 percent of the specially designed project courses were open for enrollment by other college students, the projects greatly exceeded the program goal.
- Although only 47 percent of the projects had taken steps to budget for project continuation after withdrawal of federal funds, 94 percent had taken steps to permanently incorporate successful project features into the regular programs of the college and/or school district.

KEY OBSERVATIONS

The Vocational Education 552 Program appears to have a well-developed set of program conditions, with these conditions thoroughly communicated to projects in the field. The majority of the projects are closely adhering to the guidelines, although many are not able to achieve the high goals established by the program. The output of the projects will be a cadre of highly trained professionals, prepared for leadership roles in vocational education. Inadequate emphasis appears to be placed on the low-income student, especially with the need for vocational training for this type of student.

The following recommendations may be made for the Vocational Education 552 Program:

- Increased flexibility in the academic programs of participants would enable each to tailor the training to his own needs.
- Institute a practicum experience for all participants. While only 70 percent of the projects offer a practicum, it was frequently mentioned by participants as being most beneficial for their training.
- Revise the content of the project training program to include an increased emphasis on the ability to work with low-income students in order to bring the projects in line with Center objectives.

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VOCATIONAL EDUCATION PERSONNEL PROGRAM-553

INTRODUCTION

Vocational Education 553 is one of two programs established under Part F of the Educational Professions Development Act. It is designed to provide opportunities for personnel involved with vocational education programs to receive training or re-training through cooperative arrangements, such as exchange programs with business and industry and inservice or preservice programs. Grants are made to state boards for vocational education for the following purposes:

- technical assistance for planning and state staff training,
- preservice and inservice education,
- exchange of professional personnel,
- attracting additional teaching personnel into vocational education, and
- special-developmental projects.

The awards are designed to enable those responsible for vocational education:

- to ascertain their needs for professional personnel and develop a systematic approach to meet those needs;
- to conceive and implement strategies for developing both the capacity and the capability of institutions and other agencies for meeting the needs of vocational education personnel;
- to develop and implement procedures for attracting and retaining greater numbers of qualified vocational education personnel;

- to develop and implement personnel development programs that are more responsive to the needs of educational institutions and agencies as well as to the needs of their trainee personnel;
- to develop patterns for training and deployment of staff that will result in more effective and efficient utilization of personnel;
- to increase the competencies of educational personnel for providing guidance, placement, and followup services for their students; and
- to develop local and statewide planning procedures for implementing preservice, inservice, and long-range personnel development programs.

The size of the Vocational Education 553 Program in recent years may be seen in the following table:

Fiscal Year	Number of Projects	Number of Participants	Funding (millions)(1)
1970	80	11,838	$4.4
1971	83	9,117	$4.9
1972	78	7,792	$4.9

(1) See Preface for discussion of forward funding concept.

PROJECT CHARACTERISTICS

Recruitment

- Project directors in the State Education Department were frequently involved in the selection and screening of participants.
- Previous experience and the needs and goals of the participants were relatively important factors used in the selection of participants.

Assessment of Participants

- The project director and other project staff members were frequently involved in the assessment of participants. Only 18 of the 50 projects used video-tape equipment in their assessment.

Objectives

- Thirty-four of the 50 projects indicated that one of their objectives was to develop specific skills of the participants. There was no other clear trend for project objectives.

Advisory Councils

- Thirty-three projects indicated that an advisory council existed for the project. The advisory council was usually involved in planning, evaluation, and project monitoring. Advisory councils tended to meet quarterly or semi-annually.
- Project staff, LEA administrators, State Department of Education, and college representatives frequently made up the membership of the advisory council.

Evaluation

- Thirty-nine of the 50 projects indicated that an evaluation had begun at the time of the survey. The remaining 11 projects indicated they would begin during the project lifetime.
- Forty-two projects indicated they had set measurable objectives for the evaluation.
- For the most part, the evaluation was to be internally managed, with some assistance from college personnel.
- Participants and project directors were frequently involved in the informal evaluation activities.
- Evaluation meetings, observations, and interviews with participants were the primary methods of obtaining evaluation information.

IMPORTANT PARTICIPANT SURVEY RESULTS

- Forty-five percent of the participants indicated that the project was trying to train personnel for roles in career education. Twenty-six percent of the participants indicated that their project was trying to improve teacher effectiveness.
- Forty-eight percent of the participants expected to improve teaching skills as a result of the project. Thirty-nine percent of the participants expected to obtain knowledge of career education and counseling from the project.
- Ninety percent of the participants indicated that the program was meeting their expectations so far.

- Seventy-five percent of the participants indicated that the project had caused them to do things differently, especially in their use of new techniques and methods and their development of a different outlook regarding vocational education.
- Communication between students, participants, instructors, and counselors was identified as the strongest feature of the project by 24 percent of the participants. Thirteen percent of the participants indicated that the practical experience and exposure to work roles were strong points of the project.
- Lack of time for each subject was identified as a weak point by 10 percent of the participants. Nine percent of the participants indicated the lack of leadership, direction, guidance, and counseling were poor features of the project.
- There was no clear trend in terms of specific suggestions for improving projects.
- Thirty percent of the participants indicated that they were going to teach grades 4 through 12 following the project. Twenty-four percent of the participants were going into educational supervision and administration, and 18 percent of the participants expected to become support personnel.

DISCREPANCY ANALYSIS

The program conditions developed for the Vocational Education 553 Program appear to be well-designed to provide guidance to the projects and subprojects in the field without overly restricting their ability to respond to local needs. This is a necessity because of the funding arrangements employed, with funds flowing to the states rather than to local subprojects. The goals for project performance appear to be good, forcing projects to measure up to a standard. The combination of diverse projects and high goals has led to the distribution as seen in the following table.

PROJECTS THAT MEET A GIVEN PERCENT OF PROGRAM GOALS								
90-86%	85-81%	80-76%	75-71%	70-66%	65-61%	60-56%	55-51%	≤50%
Washington, D.C. Springfield-RH-Ill. Austin, Tex.	Portland-CC-Ore.	Athens, Ga. Sickerville, N.J. Jersey-CDow-N.J. Eugene, Ore.	LaCanada, Ca. Athens-Karr-Ga. Athens-Swain-Ga. Moscow, Idaho Springfield, Ill. Carbondale, Ill. Jersey City, N.J.	Hartford, Conn. Atlanta, Ga. Statesboro, Ga. Athens-Fran-Ga. Moorhead, Minn. Trenton-Char-N.J. Poughkeepsie, N.Y. Syracuse, N.Y. Stillwater-Lu-Ok. Portland, Ore. Orangeburg-HE-S.C.	Pasadena, Ca. Athens Shep, Ga. Minneapolis, Minn. Sickerville, N.J. Brooklyn, N.Y. Stillwater-Ho-Ok. Stillwater-A1-Ok. Edmond, Ok. Orangeburg, S.C. Olympia, Wash.	Santa Rosa, Ca. Fairfield, Conn. Chipley, Fla. Paintsville, Ky. Trenton, N.J. Buffalo, N.Y. Brooklyn-NYC-C-N.Y.	Summerset, Ky. Stillwater, Ok. Nashville, Tenn.	Norwalk, Ca. Athens Okelly, Ga. Twin Falls, Idaho

A review of program conditions for all projects indicates that:

- Only 41 percent of the projects utilized non-EPDA funds in project operations.
- Practicum training existed in only 43 percent of the projects.
- Only 37 percent of the projects stated that a significant portion of the training offered was designed to increase the ability of participants to work with handicapped students.
- Sixty-nine percent of the projects had taken no steps to budget for project continuation after the withdrawal of federal funds.
- One of the major goals of the program was that participants become familiar with the use of new curriculum materials. Eighty-two percent of the projects were doing this.
- Project self-evaluation was strong within the Vocational Education 553 Program, with 76 percent of the projects having a self-evaluation procedure, 64 percent having an advisory council, and 82 percent having established measurable objectives for assessing the progress of the project.
- While only 23 percent of the projects were training state-level personnel in managerial skills, those that were providing this training appear to be reaching a fair number of poeple with a good number of hours of training.

KEY OBSERVATIONS

The purpose of the Vocational Education 553 Program is to permit cooperation between federal and state governments in meeting local needs for vocational education. This cooperation takes the form of the states' identifying the projects and the federal government's providing the financing since only 41 percent of the projects utilized non-EPDA funds. While both the program and the Center place great emphasis on the development of sensitivity to low-income and handicapped children, only 56 and 37 percent, respectively, of the projects focus on either area as a project goal. What the projects are attempting to accomplish is to develop specific skills in participants (basically current vocational education personnel) and to introduce new teaching methods.

The recommendations for the Vocational Education 553 Program are:

- A close, continuous monitoring effort is needed to ensure that the subprojects are adhering to program and Center objectives.
- A stronger emphasis should be placed on equipping participants to work with low-income and handicapped students.
- Projects should be directed to train state-level personnel according to program guidelines (only 23 percent of the projects are currently providing training to this group).
- Program personnel should act to require cooperative funding arrangements between state and local agencies and the federal government.

Appendix

DESCRIPTION OF METHODOLOGY

INTRODUCTION

Two types of decisions must be made with regard to operational projects--funding/refunding and project monitoring. In order to properly make these decisions, certain types of information are necessary. Among these are a description of actual ongoing project and program activities, the effect of project and program activities, and manpower needs and supplies. Each of these information needs must be supported by an information system that includes process evaluation, impact evaluation, and special studies. Process evaluation is important because it is necessary to know about the characteristics of projects that have a positive (or negative) impact so that these projects can be (or are not) replicated.

Each Center program has developed a set of guidelines that projects are expected to follow and that should result in the successful accomplishment of overall program objectives. Program guidelines contain program conditions, which are specific statements of expected performance. For example, from Teacher Corps:

> "Each project will develop a systematic management plan to facilitate program development, evaluation, and modification."

And from Early Childhood:

> "Participants should be provided with opportunities to develop expertise in working with the community, identifying, understanding, and working within decision-making structures."

INSTRUMENT DESIGN

For each program condition, quantitative measures were developed by RMC, Inc. and reviewed and approved by program managers (Branch Chiefs). If data were obtained on these measures of program conditions, the program specialist could determine whether the conditions were being met. Because all of the programs have a number of similar objectives (e.g., the recruitment of minorities, community involvement, etc.), it was possible to construct a list of Center-wide conditions. The questions designed to address these common conditions were placed in the Part A questionnaire, with the data requested organized into seven basic areas:

- information concerning participants, their characteristics, and recruitment;
- data on the length and nature of the training provided by the project;
- a description of the practicum;
- information concerning the amount and sources of funding;
- data on project advisory councils;
- project self-evaluation information; and
- a description of the dissemination of project information.

For those conditions that were program-specific, measures were developed and placed in a program-specific questionnaire (Part B), with a separate questionnaire for each program. The logic for the process evaluation system is summarized in Figure 1. In addition, a separate questionnaire was developed and sent to participants in the programs. The questionnaire was designed to collect information on the following areas:

- expectations about the project,
- participant evaluation,
- project activities,
- project advisory council, and
- areas of project strength and weakness.

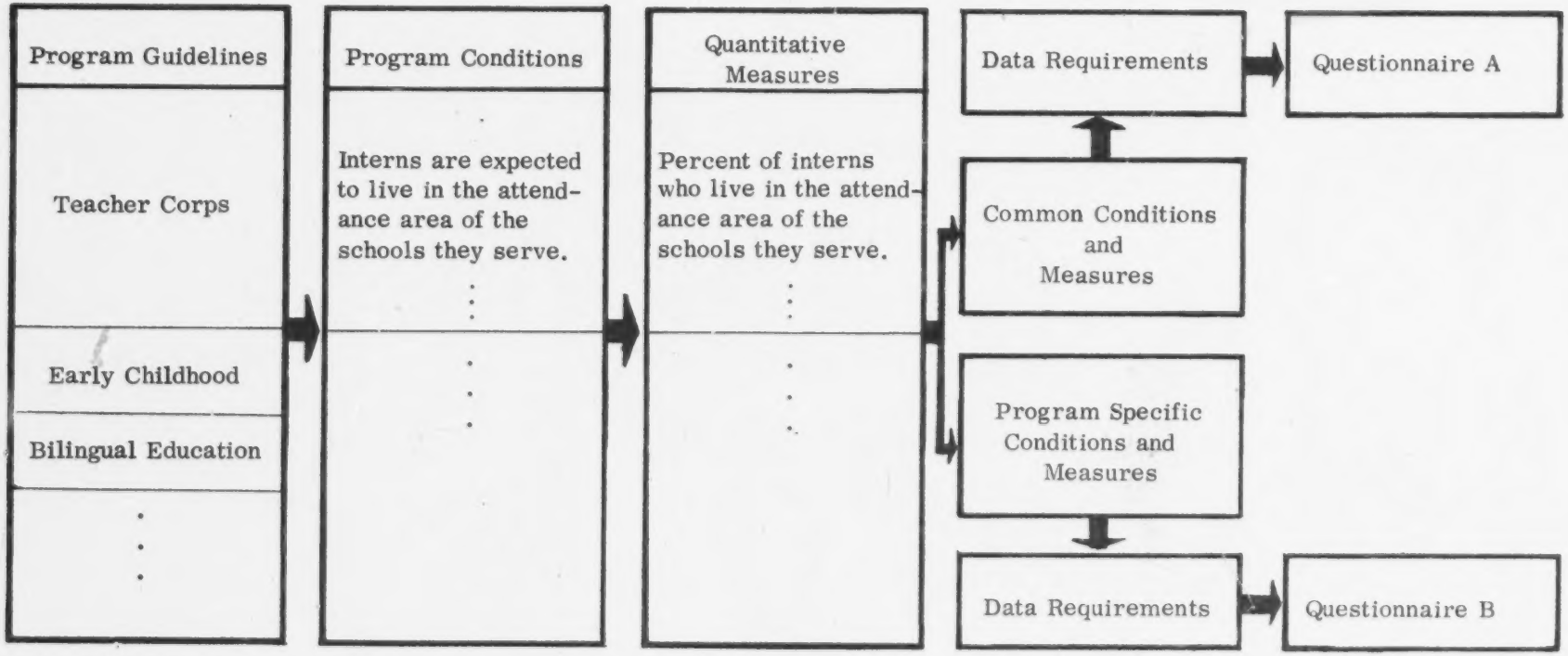
Program Guidelines
Teacher Corps
Early Childhood
Bilingual Education
Program Conditions
Interns are expected to live in the attendance area of the schools they serve.
Quantitative Measures
Percent of interns who live in the attendance area of the schools they serve.
Data Requirements
Questionnaire A
Common Conditions and Measures
Program Specific Conditions and Measures
Data Requirements
Questionnaire B

Figure 1: LOGIC FOR PROCESS EVALUATION

SURVEY IMPLEMENTATION

The Part A and B questionnaires were mailed to all project directors in the 12 programs in the fall of 1971 and yielded the following response rate:

Program	Number of Applicable Projects	Number of Projects Responding	
		Number	Percent
Bilingual Education	13	11	85
Early Childhood	47	39	83
Educational Leadership	15	14	93
Pupil Personnel Services	41	37	88
School Personnel Utilization	18	17	94
Special Education	39	36	92
Teacher Corps	70	63	90
Teacher Development for Desegregating Schools	43	40	94
Training Teacher Trainer	32	29	91
Urban/Rural	24	17	71
Vocational Education Part 552	18	16	89
Vocational Education Part 553	78	49	63
Total Bureau	438	368	84

The distribution for the participant questionnaire was done on a sample basis. Projects were sampled through probability proportional to size (PPS). The questionnaires were then mailed to the project directors, who were asked to distribute them to participants according to a specific simple random sample (SRS) procedure designated by RMC. The use of the two-stage sampling procedure yielded the following response rates:

Program	Estimated Number of Participants in Program	Number of Participants Selected	Number of Participants Responding	Response Rate (percent)
Bilingual Education	408	172	113	65.7
Early Childhood	3436	313	171	54.6
Educational Leadership	339	150	96	64.0
Pupil Personnel Services	665	152	111	73.0
School Personnel Utilization	2548	456	262	57.5
Special Education	3006	327	194	59.3
Teacher Corps	2409	258	136	52.7
Teacher Development for Desegregating Schools	1548	279	157	56.3
Training Teacher Trainers	3035	410	211	51.5
Urban/Rural	2057	358	173	48.3
Vocational Education 552	253	93	85	91.4
Vocational Education 553	7792	305	136	44.6
Total - 12 Bureau Programs	27496	3273	1845	56.4

ANALYSIS

While the participant questionnaire data were cross-tabulated and the descriptive data were reported in a series of tables designed to fill specific information needs, the discrepancy analysis data were treated somewhat differently. RMC asked each program manager to specify a goal for each program condition/quantitative measure combination. For most of these conditions/measures, programs have established a goal for successful performance by a project, although in a few cases it was impossible to state a goal since the condition/measure was descriptive in nature. Where a goal was stated by the program, the data reported by each project were compared against the goal. Where no goal was stated, the project data were compared with the program average.

In addition to the project-by-project reporting of data, two types of summaries were developed. The first summary was the Project Discrepancy Analysis Summary. This summary was designed to indicate the percent of the program conditions/measures that each project successfully met as established by the program goals. While each

program condition may not carry an equal wieght with program managers, in general it may be said that the higher the number, the more successful the project was in meeting the program conditions. A series of tables showing the ranking of projects in each program have been included in this volume. The second summary was the Measure Discrepancy Analysis Summary. This summary indicated the percentage of projects that successfully met each condition/measure and thus is indicative of how successful the totai program was in meeting its own self-established goals.